DOCUMENT RESUME

ED 313 369 SP 031 753

TITLE	Physical Education. Comprehensive Curriculum Goals. A Model for Local Curriculum Development.
INSTITUTION	Oregon State Board of Education, Salem.
PUB DATE	Jun 89
NOTE	143p.
AVAILABLE FROM	Publications Sales Clerk, Publications and Multimedia, Oregon State Dept. of Education, 700 Pringle Parkway SE, Salem, Oregon 97310-0290 ($3.50).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Health Education; Life Style; *Movement Education; *Physical Education; *Physical Fitness; *Social Behavior; State Standards

ABSTRACT

This document outlines the goals for a physical education curriculum for kindergarten through high school. The content is organized under three primary goals. The first deals with the understanding and performance of human movement, to varying degrees of genetic endowment and learned and practiced skill development. The second content goal deals with the knowledge and skills of personal fitness for a lifetime. The emphasis in health education is to develop a knowledge base and a positive attitude towards taking responsibility for a healthy lifestyle. The third area of concentration in physical education is self-management and appropriate social behavior. In each category, the outline lists the appropriate knowledge/skill for each grade level. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. J. Case

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP031 753

Physical Education

Comprehensive Curriculum Goals
A Model for Local Curriculum Development

1989

Division of Curriculum & School Improvement

Bob Burns
Associate Superintendent

Ardis Christensen
Assistant Superintendent
Curriculum

Robert Ritson
Specialist
Physical Education

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or handicap in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education.

This document was produced by
the Publications and Multimedia
Oregon Department of Education
Salem, Oregon 97310-0290

Complimentary copies have been sent to Oregon school districts.
Additional copies are available for $3.50 each.
Place orders with the Publications Sales Clerk at 378-3589.

All or any part of this document may be photocopied for educational purposes without permission from the Oregon Department of Education.

2380519893000

FOREWORD

In June 1984 the State Board of Education adopted the Oregon Action Plan for Excellence which established the direction for school improvement in the state over the next decade. The Action Plan drew upon the insights of teachers, administrators, school board members and community and business leaders.

A central concept of the Action Plan is that while the state will determine WHAT must be taught in public schools, the schools will determine HOW it will be taught. This document is intended to provide the essential information which local districts need to merge state curriculum expectations with their own local determinations for Physical Education.

All who have joined in the spirit of the Action Plan for Excellence have shared a commitment to high-quality performance. We are continuing to learn about how to provide children with the very best in public education, and we welcome your comments and questions. For further information about this guide, contact the specialist for Physical Education, 373-7898.

Verne A. Duncan
State Superintendent
of Public Instruction

ACKNOWLEDGEMENTS

This document is an important next step in implementing the Physical Education Common Curriculum Goals, distributed 1988-89. A team of 231 writers, reviewers, rewriters, reviewers, etc., worked on that project. This document includes that work but expands it to include a complete "model" grade level elaboration and some introductory pages for each Content Goal. The group responsible for this work is listed below with one addition which is explained. They cared, shared and delivered a product that is applicable and sets a school district in a direction for high quality physical education for all Oregon students. Their work is appreciated and applauded.

P.E. ADVISORY COMMITTEE

Sheryl Branch, Wilsonville Elementary School
Len Campbell, North Marion School District, Aurora
Randy Denley, Eastwood Elementary School, Hillsboro
Sharon Girod, McMinnville High School
Frank Hernandez, Philomath Elementary School
Teresa Hjeresen, Kingston Elementary School, Bend
Dee Johnson, Veneta Elementary School
Kathy Kathman, Levi-Anderson School, Aloha
Jenifer Lacey, Henry D. Sheldon High School, Eugene
Norm McCullough, Corvallis School District
Bob McFarlane, Wilson High School, Portland
Michael Mollman, Fremont/Hay Elementary School, Lakeview
Jan Murphy, Brookings-Harbor High School
Dave Nicholson, Creslane Elementary School, Creswell
Colleen Tilley, Astoria Middle School
Ed Tribby, Parkrose High School, Portland
Lynette Zuercher, Kellogg Middle School, Portland

Extra: Jeanne was missed in the Common Curriculum Goals Acknowledgements. We apologize and include her name here:

Jeanne Pinkerton, Sacramento Elementary School, Parkrose

TABLE OF CONTENTS

	Page
Foreword by the State Superintendent	iii
Acknowledgements	iv
Introduction	1
The Oregon Action Plan for Excellence Essential Learning Skills +Common Knowledge and Skills =Common Curriculum Goals	
Guiding Principles for Implementation of Common Curriculum Goals	2
Physical Education in Oregon Schools (position statement)	2
Organization	3
Teaching Expressive and Efficient Movement to Oregon Students	6
Teaching Personal Fitness to Oregon Students	10

INTRODUCTION

THE OREGON ACTION PLAN FOR EXCELLENCE

The Action Plan identified seven areas of improvement, one of which called for a statewide definition of what students should learn:

> The Oregon Department of Education, working with local school districts and higher education institutions, shall define the required ***common curriculum goals*** for elementary and secondary schools in terms of the learning skills and knowledge students are expected to possess as a result of their schooling experience.
>
> Local school districts, with assistance from the Oregon Department of Education, shall be responsible for organizing the curriculum and delivering instruction to achieve the ***common curriculum goals***.

Common Curriculum Goals

The first stage in defining the Common Curriculum Goals was to develop the ***Essential Learning Skills*** -- the basic skill and performance expectations for all students in the areas of reading, writing, speaking, listening, mathematics, reasoning, and study skills. The second stage is to develop Common Knowledge and Skills in individual subject areas. Together with the ***Essential Learning Skills***, they form the Common Curriculum Goals for all students.

A. Essential Learning Skills

The ***Essential Learning Skills*** are considered basic to all students' learning, and all teachers are expected to provide instruction in these skills. Only to the degree that students develop these skills and form the habit of using them, can instruction in subject matter areas be successful. The skills are not specific to any one discipline but provide a link across all disciplines. Furthermore, the skills do not grow in isolation from content; they are strengthened through practice and use in all subject areas.

B. Common Knowledge and Skills

Looking beyond the ***Essential Learning Skills***, this document defines more fully what are considered to be the essentials in a strong Physical Education program. Each district will want to extend and elaborate upon this base in order to create its own unique, comprehensive Physical Education curriculum. Students should have the opportunity to demonstrate their achievement in a variety of ways. Equal opportunity to learn and the special needs of students are primary considerations in determining acceptable performance levels.

State Standards

The Common Curriculum Goals as presented in this document receive their authority from the Oregon State Standards for Public Schools, OAR 581-22-420 and 581-22-425. These rules were amended by the State Board of Education in January 1986.

PHILOSOPHY/RATIONALE UNDERLYING THIS CURRICULUM

The 1980s have been a time of educational reform in the nation at large. There has been a strong and pervasive quest for excellence and equity in education in general, and Physical Education in specific. The Oregon Action Plan for Excellence established the direction for school improvement in the state and the ***Essential Learning Skills*** document outlined the common skills across all program areas for elementary and secondary education. This document, *PHYSICAL EDUCATION COMMON CURRICULUM GOALS*, is written in relationship to the preceding document specifically, as well as to the reform effort generally.

Guiding Principles for Implementation of Common Curriculum Goals in PHYSICAL EDUCATION

There are two principles which must be highlighted in any and every physical education curriculum. These two principles were initiated in Federal Law and are mirrored with exactly the same interest in Oregon's Administrative Rules. Physical Education has changed a great deal because of these legal actions. Physical Education is unique as a school subject because it is specifically mentioned in these laws; it was, in fact, part of the reason why the laws were enacted.

The original PL #94-142 was initiated in the early 1970s. It calls for physical education for all students, except where debilitating conditions occur. Handicapped students must be provided entry and modification of activities where necessary. If "regular" physical education is not the least restrictive environment for a student to learn the skills and knowledge of the physical education program then special services must be provided for the student at no cost. A special student must be evaluated at least once per year and have an Individualized Educational Program on file. These special students may require careful modifications of the expectant outcomes of the Common Curriculum Goals. The teacher in these adapted situations should use the CCGs as a target for special students and modify grade level and the content of the expectant outcomes where necessary.

Title IX of the Education Amendments of 1972 and its accompanying regulation adopted in 1975, prohibit course offerings or other educational activities from being provided separately on the basis of sex. Physical education classes are mentioned specifically and interpreted separately from athletics (extra-curricular) opportunities. Classes dominated by or offered exclusively for a single gender, high skill level or other discriminatory practice should be changed or eliminated. Therefore, mixed gender groups are required for all physical education classes. Common Curriculum Goals for Physical Education were created to support and perpetuate all students learning in coinstructed and coeducational environments. Common Curriculum Goals, although not gender biased, can become so if certain activities or instructional practices are selected as vehicles for students toward the goals of the program. Sex equity in education must remain a constant concern for teacher and administrators.

Physical Education in Oregon Schools (Position Statement)

Physical Education should strive for the same general aims that give purpose to all other learning. Through daily, quality participation in a myriad of physical activities comes the discovery of living and learning about self, society and the environment. Physical Education, as a school subject, provides instruction in meaningful kinesthetic as well as cognitive human performance and fitness skills to ensure an active, fulfilling lifestyle. The success of any physical education program hinges on the development of students' positive attitudes

toward movement activities and toward the development of fitness habits. Students learn responsibility for themselves through the short-term objectives of efficient, expressive, and cooperative movement. Positive health and fitness practices which extend to adulthood ensure long-term benefits for a skilled, active and healthy lifestyle.

A balanced physical education program provides each student with an opportunity to develop his/her physical fitness and motor skills. Physical fitness awareness and practice is an important link to mental, physical and emotional fitness. Benefits include good health, less illness, ability to handle stress, retardation of some aging factors and reduced risk of cardiovascular disease. All students should be able to diagnose their own fitness level and prescribe activities according to their needs. A variety of sports, games, dance, gymnastics and exercises are planned to enhance the development of skills and activities for a life time of activity.

Joyful participation gives any activity an intrinsic worth. The teacher of Physical Education must insure an environment conducive to "success" (a positive experience) for each student. The physical educator must instruct using a wide variety of instructional styles, which include modeling, demonstration and personal example. The teacher should model enthusiasm for activity, personal fitness and a healthy lifestyle, providing an active testimony that physical activity can be an enjoyable part of the complete human experience.

Two overriding concerns appear to be student success and excellence. A successful, positive experience will lead to further student practice and perhaps attempts at refining and advancing motor skill proficiency which must be developed systematically and over time. Motor skill acquisition and achievement differs for each student. A positive self-concept, nurtured by parents, teachers and peers is paramount to the student's fitness level or movement skill excellence. The student's understanding and acceptance of his/her own body type and self-esteem interface with skill level and fitness achievement as the physical education of a person becomes a unique entity in the education of the whole person.

ORGANIZATION

Physical Education Common Curriculum Goals have been organized into three content goals in an effort to remain consistent with the philosophy outlined above. The three broad and general areas of student learning are:

1. Expressive and efficient moving.

2. Fitness for a lifetime.

3. Self-management and social behavior.

Participation in a wide variety of physical activities is what makes physical education unique in education. Students may or may not understand all of the learning as they participate. Students must be continually reminded what the learning objectives are as they engage in, for example, a soccer game or a folk dance.

The material outlined under each content goal includes both selected Essential Learning Skills, which are shared across the entire school curriculum and the Common Knowledge and Skills unique to Physical Education.

Each content goal contains a number of Knowledge/ Skills (e.g., 1.1, 1.2, etc.). These serve as organizers for the grade level expectancies (uppercase letters) and the selected Essential Learning Skills (original numbering, for example, ELS 5.5) and grade level expectancies (lowercase letters).

Essential Learning Skills as grade level expectancies are grouped with unique content of physical education and identified by the horizontal lines which separate the features of the physical education curriculum. Although many Essential Learning Skills are linked to specific physical education content, the teacher must not feel restricted in the use of Essential Learning Skills with other content or even as they may stand alone as targets for a lesson or set of lessons.

COMMON CURRICULUM GOALS

The content of Physical Education is organized under three primary goals. The first deals with the understanding and performance of human movement, a phenomenon general to all people, to varying degrees of genetic endowment and learned and practiced skill fullness. Students need to apply, in conscious ways, the basics of expressive and efficient movement, movement sequencing, rules and strategies and plans for activity outside of school.

From a time well before birth, a person begins the lifelong process of personal control and adaptation to the demands of the environment. Body movement begins as a means to survive in a hostile environment and, as learning occurs, moving becomes a means to communicate with the environment.

The first common curriculum goal of physical education indicates that a student will be able to move both efficiently and expressively. Putting it another way, the student will understand the artistic and scientific qualities of moving and apply that understanding through various movement skills in a balanced variety of forms such as sport, dance, games, gymnastics, aquatics, and specific fitness and challenge activities. If a student is well skilled to move the body with grace and control, then the student will probably move more, and more often, paving the way for an active and possibly a healthier lifestyle.

To develop movement skill, students must learn in a variety of environments. They must have available an approach that introduces movement as a concept for their exploration, discovery and experimentation. Students actually build a movement "vocabulary," in a sense. When applied, this vocabulary prepares the student with a toolbox of general skills that can then be nurtured and refined into specific skills required by the advanced forms of movement like sport, dance and gymnastics. The physical education teacher should focus on the qualities and the mechanics of the developing movement skills. The two charts below are one way of describing the movement vocabulary needed by students to understand what comes next in the content of physical education.

Figure 1 on the next page outlines the qualities and elements of general movement in a somewhat progressive format so that the teacher can begin with the elements of space and then effort and relationships. This chart was modified for use here from Graham (1988). Its application becomes apparent as the teacher begins to examine Common Curriculum Goals 1.1 and 1.2 for class preparations.

The figure on the next page can be copied and taken to class to post and used by the teacher during lesson planning, teaching or even by students in various ways.

Figure 2 outlines fundamental skills demonstrated by students. Some of the skills may have been mastered by students prior to coming to school (e.g., walking). Some will need checking, while some will require well crafted lessons for introduction and refinement prior to any assessment. The chart below has been modified from Gallahue (1987), who states that "Fundamental skills must be developed by the child prior to the introduction of skill sets needed for a specific sport, for example" (pg. 5).

As students assemble their own movement vocabulary and practice in a variety of applications, the next step is to begin to specialize the skills for unique applications and classify the skills into sets useful in a variety of activities. The physical prowess to demonstrate the skills does not, however, entitle or ensure that a student is able to play, for example, soccer, dance the Hombo or exercise for fitness. The cognitive understanding of rules, strategies and related concepts become essential to higher learning in these various forms of moving seen in the gym, on the field and in the pool. Most of what is seen in secondary physical education can be traced to one of the vehicles of learning (e.g., as volleyball, track and field, jazz dance, and gymnastics).

FIGURE 1
QUALITIES AND ELEMENTS OF MOVEMENT

SPACE*

Direction
- Up/Down
- Forward/Backward
- Right/Left
- Clockwise/Counter Clockwise
- Sideways

Pathways: Floor/air
- Straight
- Curved
- Zigzag

Space
- Open
- Closed

Level
- Low
- Middle
- High

Extension
- Large/Small
- Far/Near

EFFORT*

Time
- Slow
- Moderate
- Fast
- 2/4
- 4/4
- 8/4

Flow
- Smooth/Rough
- Bound/Free
- Continuous/Interrupted

Force
- Strong/Light
- Heavy/Light
- Sharp/Soft

RELATIONSHIPS*

Shape (self)
- Round
- Narrow/Wide
- Long/Short
- Symmetrical/Asymmetrical

With People
- Solo
- Partners
- Alone in a group
- Leading/Following
- Mirroring/Matching/Shadowing
- Groups

To Object/Person
- On/Off
- Near/Far
- Over/Under
- Above/Below
- In/Out
- Around/Through
- Beside/In front of/Behind

*All elements are in sequential order of difficulty within qualities of movement (time, effort, relationship).

FIGURE 2

Locomotion	Non-Locomotion	Manipulation
1. Basic: (one element)	1. Axial:	1. Propulsive:
a. Walking	a. Bending	a. Throwing
b. Running	b. Stretching	b. Kicking
c. Leaping	c. Twisting	c. Punting
d. Jumping	d. Turning	d. Striking
e. Hopping	e. Swingin	e. Volleying
		f. Bouncing
		g. Rolling
2. Combinations (two or more elements):	2. Static and Dynamic Postures:	2. Absorptive:
a. Galloping	a. Upright balances	a. Catching
b. Sliding	b. Inverted balances	b. Trapping
c. Skipping	c. Rolling	
d. Climbing	d. Starting	
	e. Stopping	
	f. Dodging	

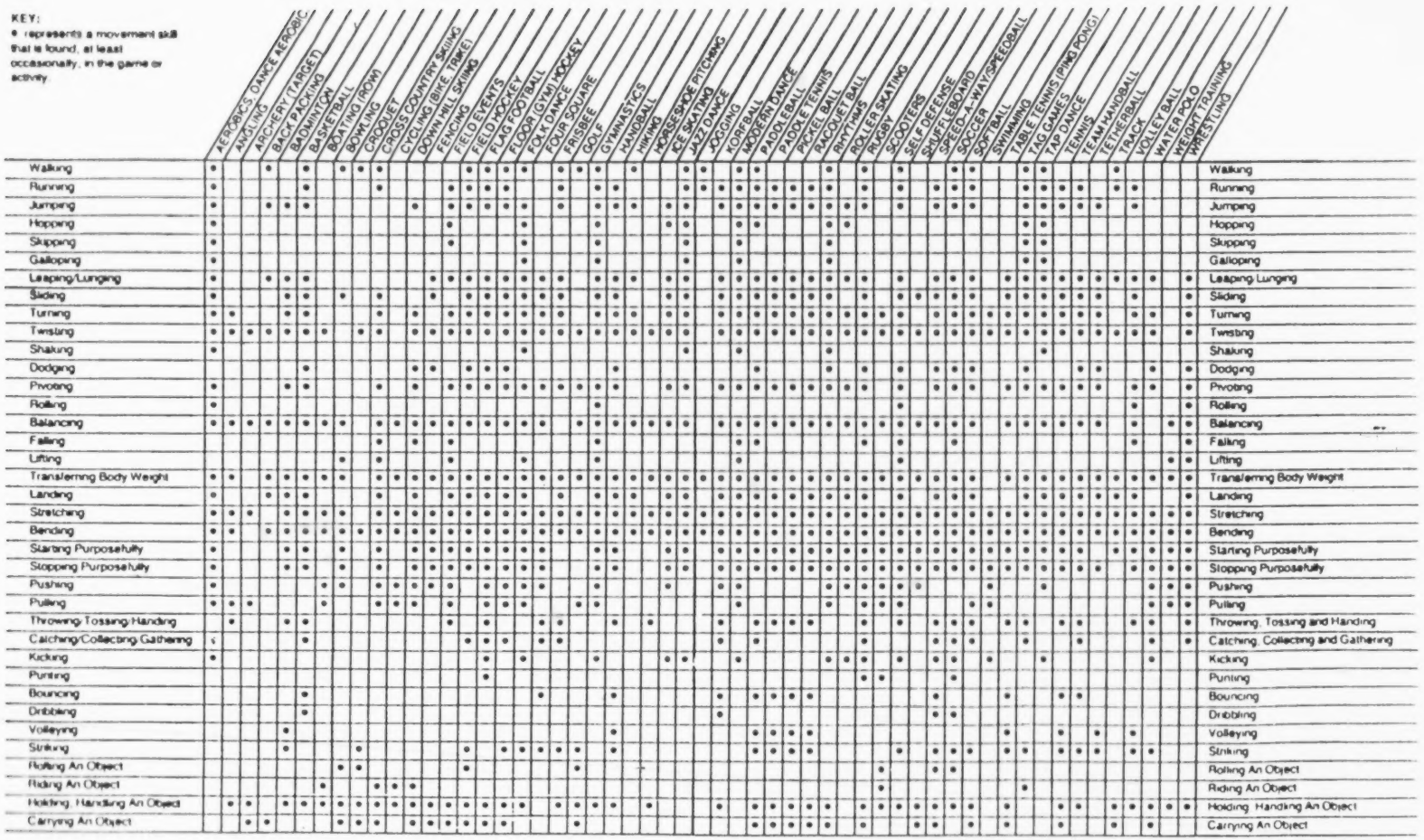
The matrix on the next page, Figure 3, identifies the skills by skill sets for various activities which have been "traditional" vehicles of physical education. This listing can be a source when school districts begin the process of comprehensive curriculum building. Selecting one sport over another, one area of dance instead of another, is an example of decision making that a school district must make because the vehicles are too numerous to include all of them and some will work better in some districts than in others.

The final process in learning to move efficiently and expressively pertains to how students will apply what they have learned in school to the community and to the rest of their lives. The intent is to help students develop decision-making skills when evaluating opportunities to participate in what they select as important regardless of age. The ultimate objective in Content Goal 1.0 of the physical education program is to provide all students with a well developed set of general movement skills, and the understanding to utilize and specialize those skills in various settings throughout life as they pursue work, recreation, fitness, and emergencies.

FIGURE 3

Vehicles and Skills for Physical Education
(Possibly an incomplete listing)

KEY:
• represents a movement skill that is found, at least occasionally, in the game or activity



1.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS EFFICIENCY AND EXPRESSIVENESS IN MOVEMENT ACTIVITIES.

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
1.1 PERFORM A VARIETY OF EFFICIENT AND EXPRESSIVE MOTOR SKILLS*	A Explore and experience a variety of perceptual motor, locomotor and manipulative skills	A Explore, experience and recognize a variety of perceptual motor, locomotor and manipulative skills in isolation and combination	A Discover and understand a variety of perceptual motor, locomotor, non-locomotor and manipulative skills in isolation and combination	A Identify and perform a variety of perceptual-motor, locomotor, non-locomotor and manipulative skills
SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING (ELS 5.5)**	a Initiate ways of expressing meaning (e.g. teacher models, other students demonstrate, follows teacher's directions)	a Model and mirror ways expressing meaning	a Model and mirror ways expressing meaning	a Select ways of expressing meaning (e.g., in creative movement)
COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)				
IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS (ELS 2.1)				

*All underlined skills and outcomes throughout this document indicate the required expectations from the Physical Education Common Curriculum Goals in grades 3, 5, 8, and 11 and include the Essential Learning Skills.
**Learning outcomes drawn from the Oregon Department of Education Essential Learning Skills document are cross-referenced to that document by citing their original identifying number in parenthesis.

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
A Identify, explain and perform a variety of perceptual motor, locomotor, non-locomotor and manipulative skills	A Identify, explain and perform specialized skills needed for a particular activity (e.g., soccer skill set includes: dribbling, passing, punting, trapping)	A Explore common skills experienced in various sport activities (e.g., polka dance step and the lay-in in basketball)	A Explore common skills experienced in various sport activities (e.g., polka dance step and the lay-in in basketball)	A Develop and refine skill sets in a variety of activities, sports, games, and dances	A Integrate and transfer motor skills and skill sets in lifelong activities, sports, games, and dances
a Identify ways of expressing a clear meaning through movements	a Identify ways of expressing a clear meaning (e.g., movement sequence)	a Express the same clear meaning in more than one way	a Show different techniques to convey the same meaning	a Use a variety of techniques and figurative expressions to convey meaning (e.g., interpreting dance of another culture, modifying skills, explaining a rule for a game)	a Employ verbal, symbolic, graphic and visual techniques and figurative expressions to convey information
c Identify literal main ideas from information presented (e.g., criteria for doing a cartwheel)	c Identify literal and implied main ideas from information presented (e.g., basketball as a non-contact sport)	c Identify literal and implied main ideas from information presented	c Identify literal and implied main ideas from information presented	c Identify literal and implied main ideas from information presented (e.g., dress for activity)	c Compare and contrast literal and implied meanings of information from two or more sources (i.e., give interpretation of written and pictorials around gymnasium and locker room areas)
		a Distinguish facts from opinions (e.g., judgment calls vs. violation)	a Distinguish facts from opinions (e.g., judgment calls vs. violation)	a Distinguish facts from opinions (e.g., judgment calls vs. violation)	a Distinguish facts from opinions (e.g., are advertising claims made about diets and weight loss over blown or can they be achieved?)
	b Recall facts and supporting evidence (e.g., remembering the task and details which surround it)	b Recall facts and supporting evidence (e.g., remembering the task and details which surround it)	b Recall facts and supporting evidence (e.g., remembering the task and details which surround it)	b Recall both facts and opinions and related supporting details	b Recall both facts and opinions and related supporting details

1.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS EFFICIENCY AND EXPRESSIVENESS IN MOVEMENT ACTIVITIES. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
	B Explore elements of time, (including rhythm) and space to perform motor skills and sequences	B Explore, experience and recognize elements of time (including rhythm) and space to perfrom motor skills and sequences	B Understand/identify concepts and elements of time, space and force in movement skills and sequences	B Identify and apply concepts and elements of time (including rhythm), space and force to perform motor skills and sequences
IDENTIFY PROBLEMS AND APPROACH THEIR SOLUTION IN AN ORGANIZED MANNER (ELS 6.3)	d Solve teacher posed questions and problems using a presented movement strategy	d Solve teacher posed questions and problems using a presented movement strategy	d Solve teacher posed questions and problems using a movement strategy	d Solve teacher posed questions and problems using strategies (e.g., guessing and checking, using concrete objects, making a model, generating a pattern or drawing a picture, movement trial)
COMPREHEND IMPLIED MEANINGS ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)		g Interpret communication through body language, gestures, tone, inflection, volume	g Interpret communication through body language, gestures, tone, inflection, volume	g Interpret communication through body language, gestures, tone, inflection, volume (e.g., "Move like an angry person; what does one sound like?")
RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS (ELS 6.1)	a Identify general characteristics of objects or movements which make them similar or different from another (e.g., walking/running, hopping/skipping)	a Identify general characteristics of objects or movements which make them similar or different from another	a Identify general characteristics of objects or movements which make them similar or different from another	a Identify general characteristics of objects or movements which make them similar or different from another
	b Demonstrate a statement as a simple analogy (e.g., "Run like a deer")	b Demonstrate a statement as a simple analogy (e.g., "Run like a deer", "walk like a bear")	b Demonstrate a statement as a simple analogy (e.g., "Run like a deer", "walk like an angry bear")	b Demonstrate a statement as a simple analogy (e.g., "Move like an angry bear")

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
B Apply concepts of time, space and force in relation to self and others	B Apply concepts of time, space and force in relation to self, others and various apparatus	B Develop problem solving methods using motor skills which have been learned (i.e., given an obstable course, the student will negotiate the course using basic motor skills)	B Develop problem solving methods using motor skills which have been learned (i.e., given an obstable course, the student will negotiate the course using basic motor skills)	B Organize and solve problems (e.g., dance choreography, aerobic exercise routine, group activities	B Organize and solve problems (e.g., dance choreography, aerobic exercise routine, group activities
d Solve teacher posed questions and problems using a variety of strategies (e.g., guessing and checking, making predictions based upon a pattern, drawing a picture, movement trial)	d Solve teacher posed questions and problems using a variety of strategies (e.g., guessing and checking, making predictions based upon a pattern, drawing a picture, movement trial)	d Solve teacher posed questions and problems using a variety of strategies (e.g., guessing and checking, making predictions based upon a pattern, drawing a picture, movement trial)	d Solve problems posed by teacher and other students, using appropriate strategies (e.g., guessing and checking, making a systematic list, looking for patterns, making or drawing a model, movement trial)	d Solve problems posed by teacher and other students, using appropriate strategies (e.g., guessing and checking, making a systematic list, looking for patterns, making or drawing a model, movement trial)	d Select and apply the most appropriate tools, methodologies, processes and operations in solving a variety of problems
g Identify subtleties in communication through body language, movement skill	g Recognize subtleties in communication through body language, movement skill (e.g., mime, interpretive dance, hand signals in sport)	g Recognize subtleties in communication through body language, movement skill (e.g., mime, interpretive dance, hand signals in sport)	g Identify emotional and intellectual states as evidenced by body language, gestures, tone, inflection, volume	g Identify emotional and intellectual states as evidenced by body language, gestures, tone, inflection, volume	g Interpret subtleties of emotional and intellectual states of others as evidenced by body language, movement skill (e.g., explain and discuss a variety of movement forms)
a Identify general characteristics of objects or movements which make them similar or different from another	a Classify things according to specific characteristics	a Classify things or ideas according to patterns (e.g. court games, field sports, individual/dual or team sport, different dance forms)	a Classify things or ideas according to patterns (e.g. court games, field sports, individual/dual or team sport, different dance forms)	a Classify things or ideas according to patterns (e.g. court games, field sports, individual/dual or team sport, different dance forms)	a Develop and use a classification system for organizing data (e.g., court games, field sports, individual/dual or team sport, different dance forms)
b Demonstrate a simple analogy (e.g., "Can you show me how the legs can work like windshield wipers)	b Demonstrate a simple analogy (e.g., "Can you show me how the legs can work like windshield wipers?")	b Demonstrate a simple analogy in a movement sequence	b Demonstrate a simple analogy through movement	b Demonstrate a simple metaphore (e.g., ("Show me how you can be a pillar of strength in 5 exercises to begin class")	b Demonstrate and use analogies, models and metaphors

1.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS EFFICIENCY AND EXPRESSIVENESS IN MOVEMENT ACTIVITIES. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
	C Experience movement sequences using elements of time, space and force (e.g., elements, "low level, slow speed")	C Experience and perform sequences using elements of time, space and force (i.e., 2 to 3 elements)	C Perform and refine movement sequences using elements of time, space and force (e.g., marching patterns in groups, student's own creative sequence of motor skills)	C Create movement sequences using elements of time, space and force
IDENTIFY PROBLEMS AND APPROACH THEIR SOLUTION IN AN ORGANIZED MANNER (ELS 6.3)	g Suggest an approach to a problem	g Suggest an approach to a problem	g Determine if suggestion for approaches solves a problem (i.e., "does this solution work?")	g Develop new suggestions or approaches if problem is not solved (i.e., "find another way")
COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)				
GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS, AND HYPOTHESIS (ELS 6.2)				a Identify facts that support an explanation and a prediction
		b Name factors that may influence a behavior or a result (e.g., recalling important components)	b Name factors that may influence a behavior or a result (e.g., recalling important components)	b Identify factors that may influence a behavior or a result (e.g., visualize skill, recalling important components)

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
	c Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., overhand pattern football pass tennis serve, baseball throw)	c Explain how skills could be changed (e.g., greater force by more follow through)	c Explain how things or ideas can change when interacting with others (e.g., moving isolated skills into games/ competitive situation)	c Explain how things or ideas can change when interacting with others (e.g., moving isolated skills into games/ competitive situation)	c Based on previous observations, defend conclusions about interactions of two or more things or ideas
C Create movement sequences using elements of time, space and force with a partner	C Create movement sequences using elements of time, space and force alone and in small groups	C Create, perform and replicate movement sequences using elements of time, space and force alone and as partners (e.g., tumbling routine)	C Create, perform and replicate movement sequences using elements of time, space and force alone and as partners (e.g., dance routine, tumbling)	C Create, perform and replicate movement sequences using elements of time, space and force alone and as partners (e.g., sport specific movement sequences)	
g Use formative (in process) data to confirm problem-solving plan	g Use formative (in process) data to modify or confirm problem-solving plan (e.g., knowledge of technique)	g Use formative (in process) data to modify or confirm problem-solving plan (e.g., knowledge of technique)	g Use formative (in process) data to modify or confirm problem-solving plan (e.g., knowledge of technique)	g Use summative (final) data to determine if the problem-solving approach was successful, and if not, how it should be modified (e.g., knowledge of results)	
h Recognize double meanings of words and gestures (e.g., command words, signals, referees' hand signals)	h Recognize double meanings of words and gestures (e.g., 3 types of zone defence, referees' hand signals)	h Recognize double meanings of words and gestures	h Recognize double meanings of words and gestures	h Recognize double meanings of words and gestures	
a Identify facts that support an explanation and a prediction	a Identify parts of an explanation and a prediction not supported by fact				
b Identify factors that may influence a behavior or a result (e.g., visualize skill, recalling important components)	b Predict what influence different factors will have on a behavior or result (e.g., strength, speed, flow)				

1.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS EFFICIENCY AND EXPRESSIVENESS IN MOVEMENT ACTIVITIES. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
				c Identify ways to determine whether a duplicate of an experiment will produce the same results (e.g., can children repeat a created sequence)
1.2 PERFORM AND ANALYZE EFFICIENT MOVEMENT PATTERNS	A Explore a variety of developmental (e.g., run, walk, jump, kick, catch, throw, strike, etc.) movement patterns	A Experience/recognize a variety of developmental (e.g., run, walk, jump, kick, catch, strike, etc.) movement patterns	A Understand and perform a variety of developmental movement pattern combinations (e.g., skip, hop-scotch)	A Identify and perform a variety of developmental (e.g., run, walk, jump, kick, catch, throw, strike, etc.) movement patterns
SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO PRESENTATIONS (PLANNING AND DRAFTING) (ELS 5.5)	b Experience words and movement skills which express ideas and concepts effectively	b Experience words and movement skills which express ideas and concepts effectively	b Experience choices of words and movement skills which express ideas and concepts effectively (e.g., locomotor skills using name of animals or imaginary [i.e., ice-skating on gym floor])	b Select words and movement skills, which express ideas and concepts effectively
	d Plan and make oral and visual presentations (e.g., "Show me how you've improved with practice")	d Plan and make oral and visual presentations	d Plan and make oral and visual presentations	d Plan and make oral and visual presentations (e.g., "Show me how you've improved with practice")
IDENTIFY MAIN IDEAS, SUPPORTING DETAIL, FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1)	d Identify main idea in a demonstration (e.g., "watch as I toss the bean bag)	d Identify main idea in a demonstration	d Identify main idea in a demonstration (e.g., "watch my legs as I tuck and roll")	d Identify main idea in a demonstration (e.g., "watch my arms as I spin")

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
c Identify ways to determine whether a duplicate of an experiment will produce the same results	c Follow directions to conduct an experiment and identify the hypothesis used (e.g., spin occurs when force is off center, test it out)	c Follow directions to conduct an experiment and identify the hypothesis used (balance occurs when center of gravity is inside the base of support)	c Follow directions to conduct an experiment and identify the hypothesis used (e.g., stability comes by lowering the center of gravity)		
A Explain and perform a variety of developmental movement patterns	A Explain and modify efficient developmental movement patterns	A Compare and contrast efficient/inefficient movement patterns in a variety of activities	A Compare and contrast efficient/inefficient movement patterns in a variety of activities	A Analyze and refine efficient movement patterns in a variety of activities	A Analyze and refine efficient movement patterns in a variety of activities
b Select words and movement skills which express ideas and concepts effectively	b Select words and movement skills, which express ideas and concepts effectively (e.g., playing charades)	b Use movement skills and verbal inflections to enhance presentations	b Use movement skills and verbal inflections to enhance presentations	b Use movement skills and verbal inflections to enhance presentations (e.g., use video of students' performances to analyze and expand kinesthetic awareness)	b Use movement skills to convey meaning (e.g., dance)
				c Design communication appropriate to desired outcome	c Design communication appropriate to desired outcome
	d Plan and make oral and visual presentations (e.g., show your partners how they may improve)	d Plan and make oral and visual presentations (e.g., show your partners how they may improve)	d Plan and make oral and visual presentations	d Plan and make oral and visual presentations (e.g., put together a dance routine that will be presented for students in class)	d Plan and make oral and visual presentations
				e Evaluate effect of communication and modify subsequent communication (e.g., change exercise routine to affect warm-up with class members)	e Evaluate effect of communication and modify subsequent communication
	d Identify main idea in a demonstration when skill occurs isolated to given parts, (e.g., watch the head, now watch the knees, etc., ask students what happened with each part	d Identify main idea in written instruction (e.g., written explanation of a movement skill, station card)	d Identify main idea in written instruction (e.g., written explanation of a movement skill, station card)		d Identify main idea in written instruction (e.g., written explanation of a movement skill, station card)

1.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS EFFICIENCY AND EXPRESSIVENESS IN MOVEMENT ACTIVITIES. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
	B Recognize that movement skill improves with repeated practice	B Recognize that movement skill improves with repeated practice	B Recognize that movement skill improves with repeated practice	B Recognize that movement skill improves with repeated practice
	C Explore and create movement activities which can be adapted to accommodate different physical and mental conditions	C Experience movement activities which are adapted to accommodate different physical and mental conditions (e.g., left-handed day, guide person with a blindfold)	C Understand the need to adapt movement activity to accommodate different physical and mental conditions	C Identify movement activities which can be adapted to accommodate different physical and mental conditions
IDENTIFY PROBLEMS AND APPROACH THEIR SOLUTION IN AN ORGANIZED MANNER (ELS 6.3)			a Identify problems that need a solution (e.g., eliminate a sense and adapt the activity)	a Identify problems that need a solution
		b Identify alternative solutions to a simple problem (e.g., find another way)	b Identify alternative solutions to a simple problem (e.g., find another way)	b Identify alternative solutions to a simple problem (e.g., find another way)

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
B Understand and improve movement skill with repeated practice	B Understand and appreciate movement skill improvement through effective practice	B Understand and appreciate movement skill improvement through effective practice	B Analyze movement skill techniques to improve practice	B Understand and improve movement skill through effective practice and personal analysis of techniques	B Understand and improve movement skill through effective practice and personal analysis of techniques
C Understand how movement activities can be adapted to accommodate different physical and mental conditions	C Understand how movement activities can be adapted to accommodate different physical and mental conditions	C Adapt and perform movement activities regardless of student status	C Develop adaptive activities to different physical and mental conditions, demonstrate flexibility in adapting activity for self and others	C Assist with adaptation of activities for participation of all people	C Assist with adaptation of activities for participation of self and others
a Identify problems that need a solution	a Use simple questioning strategies to clarify problems (e.g., students question teacher about skill or principle	a Use simple questioning strategies to clarify problems (e.g., change a movement to different special needs)	a Use a combination of questioning strategies and observation to analyze whether a problem exists (e.g., given two pieces of equipment [ex: a bat and a jumprope] develop a game with rules for adapting to different physical and mental conditions)	a Use a combination of questioning strategies and observation to analyze whether a problem exists (e.g., "Where are the errors in this movement sequence?")	a Apply recognized research techniques from biological, physical or social sciences to clarify problems
b Identify problems, recognize information necessary to solve problems, and supply additional information, if needed (e.g., elaborate and detail the movement sequence)	b Identify problems, recognize information necessary to solve problems, and supply additional information, if needed (e.g., elaborate and detail the movement sequence)	b Identify problems, recognize information necessary to solve problems, and supply additional information, if needed	b Identify problems, recognize information necessary to solve problems, and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed
				c Use data from several sources to develop a problem-solving plan (e.g., group problem-arguing in a game, planning an offense to score against a defense, modifying an offense)	c Design and carry out a plan for solving an identified problem (e.g., given an obstacle course which represents a proposed disaster. Have students work together to solve the course.)

1.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS EFFICIENCY AND EXPRESSIVENESS IN MOVEMENT ACTIVITIES. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
1.3 APPLY RULES, STRATEGIES AND CONCEPTS FOR A VARIETY OF ACTIVITIES			A Practice specific rules for a variety of simple games and activities	A Practice specific rules for a variety of simple games and activities
COMPREHEND IMPLIED MEANINGS OF ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)				
	B Explore safe and ethical behavior in activities (e.g., sharing, cooperation, observing)	B Experience and recognize safe and ethical behavior during activities	B Identify elements of safe and ethical behavior in game play	B Practice safe and ethical behavior in game play
COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)			b Draw logical conclusion from information presented by the teacher and peers (e.g., "What happens when . . .?")	b Draw logical conclusions from information presented (e.g., listen and respond to teacher/referee's decision)
	C Explore and experience dual and cooperative group activities	C Identify the successes of cooperative play	C Experience and understand cooperative competition in games	C Identify games of cooperation and competition and how the strategies differ
COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)				
MAKE REASONED EVALUATIONS (ELS 6.4)				c Evaluate whether a simple oral presentation or demonstration is consistent with known facts (e.g., this is the correct way to throw the ball?)

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
A Practice specific rules for a variety of games and activities	A Apply and explain the need for specific rules for a variety of team and individual games and sports	A Discuss the need for specific rules for a variety of team or individual games and sports	A Analyze how rules affect safety and ethics in group and individual activities, games and sports	A Understand how rules and concepts affect safety and ethics in group and individual activities, games and sports	A Analyze rules during participation for safety and ethical impact on activity for groups or individuals
a Recall and review knowledge and skills from previous lessons (i.e., building on skills progression)	a Relate new information to previous knowledge	a Relate new information to previous knowledge	a Relate new information to previous knowledge	a Relate new information to previous knowledge	a Relate new information to previous knowledge
B Practice safe and ethical behavior in game play	B Practice safe and ethical behavior in game play	B Practice safe and ethical behavior in game play	B Practice safe and ethical behavior in game play	B Practice safe and ethical behavior in game play	B Practice safe and ethical behavior in game play
b Draw logical conclusions from information presented	b Draw logical conclusions from information presented	b Draw logical conclusions from information presented	b Draw logical conclusions from information presented	b Draw logical conclusions from information presented	b Synthesize information from information presented (e.g., student is referee)
C Identify and participate in offensive and defensive strategies	C Identify and participate in offensive and defensive strategies	C Identify and participate in offensive and defensive strategies	C Apply options for various offensive and defensive strategies in team and individual games and sports	C Apply options for various offensive and defensive strategies in team and individual games and sports	C Develop and communicate strategies for team and individual play
				f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning
c Identify strategies for determining whether a statement is a fact (e.g., asking knowledge source, researching, trial and error)	c Determine a strategy for determining whether a statement is a fact	c Analyze statement to determine fact or fiction	c Analyze statement to determine fact or fiction	c Evaluate whether a conclusion is based on evidence or opinion	c Critically evaluate arguments or positions in terms of known facts

1.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS EFFICIENCY AND EXPRESSIVENESS IN MOVEMENT ACTIVITIES. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
1.4 EVALUATE OPPORTUNITIES FOR A VARIETY OF PHYSICAL/ RECREATIONAL ACTIVITIES AVAILABLE IN THE SCHOOL AND COMMUNITY	A Recognize movement experiences beyond the physical education class	A Recognize movement experiences beyond the physical education class (e.g., What activities learned in class can be used on the playground?)	A Recognize opportunities for movement experiences beyond the physical education class (e.g., What programs are offered after or before school to practice movement experiences)	A Recognize opportunities for movement experiences beyond the physical education class
MAKE REASONED EVALUATIONS (ELS 6.4)		e Name general criteria for assessing the worth of a recreational opportunity	e Name general criteria for assessing the worth of a recreational opportunity	e List general criteria for assessing the worth of a performance, work of art, or recreational opportunity (e.g., "What made this activity special for you")
COMPREHENSIVE IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)				

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
A Name community recreational activity opportunities for self and other age groups (e.g., What activities can you do on Saturday?)	A Understand community recreational activity opportunities for self and other age groups	A Understand community recreational activity opportunities for self and other age groups	A Explain how to become involved in various recreational and leisure activities in the community	A Explain how to become involved in various recreational and leisure activities in the community	A Design and implement a plan for recreational and leisure activity with rationale for selections (i.e., What recreational activities do you participate in outside of school)
	e Identify personal physiological and societal criteria for assessing the worth of a performance, work of art, or recreational opportunity (e.g., How well do you feel you did on this activity? How could running every day change your body?"	e Identify personal physiological and societal criteria for assessing the worth of a recreational opportunity (e.g., How well do you feel you did on this activity? How could running every day change your body?")	e Identify personal physiological and societal criteria for assessing the worth of a recreational opportunity	e Identify personal, physiological and social criteria for assessing the worth of a performance, work of art, or recreational opportunity (e.g, How well do you feel your partner did this activity. Video a floor exercise routine in gymnastics and evaluate your performance based on selected criteria)	e Use established criteria to assess the quality of a product, a work of art, a performance, or recreational opportunity (e.g., attend an activity of your choice and fill out the evaluation form provided)
	e Predict simple, possible future outcomes or actions (e.g., What will it take to become proficient in this activity?)	e Predict simple, possible future outcomes or actions (e.g., What will it take to become proficient in this activity?)	e Predict simple, possible future outcomes or actions	e Predict probable future outcomes or actions (e.g., "How will your activity needs change over a life time?")	e Defend conclusions from information given

The second content goal deals with the Knowledge and Skills of personal fitness for a lifetime. Many student expectancies interface with learning in health education, which also includes a fitness goal. The emphasis in health education is to develop a knowledge base and a positive attitude towards taking responsibility for a healthy lifestyle, which includes physical fitness. Some of the student outcomes overlap. This is to reinforce the learning in the same way Essential Learning Skills are shared by different subject areas. The emphasis in physical education is learning through various fitness experiences, practice periods and motivational strategies so will the student develop self-discipline to continue the goal of fitness throughout life.

Knowledge, skill, and a positive attitude toward a lifestyle of personal fitness may well be one of education's greatest contributions. It may also be one of the greatest challenges. This challenge is not the sole responsibility of the physical education program. This must be shared to some degree with other subjects, but most definitely with the comprehensive school health education program. The first step in comprehensive curriculum development, therefore, must be an interfacing with the Comprehensive Curriculum Goals for Health Education. Open lines of communication and articulation must be established and maintained between programs and especially among the teachers.

The Health Education Comprehensive Model document is a well-written overview of fitness. It can be used along with other resources in the development of a comprehensive program of physical education.

The approach to teaching one concept of personal fitness in physical education for Oregon schools is through activity, as a first choice. The teaching of fitness knowledge, skill, and attitude, through movement is not as easy as it is implied here. The learning of fitness components, specific exercise, and basic organic planning, etc., are features that require some provocative thinking to plan lessons ensuring that students have an opportunity to understand and practice skills that raise fitness levels.

Aerobic capacity, for example, is one challenge that faces the physical education program. Repetitive exercise at target heart rates 3 to 4 to 5 times per week for a minimum of 20 minutes is simply impossible when all of the other goals of the program are considered. Teachers will have to plan alternative experiences for students to learn about cardiovascular fitness which may include aerobic "homework".

The figure on the following page has been modified from Corbin (1985) to include the components of fitness which should be considered as the comprehensive curriculum is developed.

FIGURE 4

Health-Related and Skill-Related fitness terms. Components with definitions (Corbin and Lindsey, 1985).

Health-Related Fitness Terms

Body Composition - The relative percentage of muscle, fat, bone, and other tissue of which the body is composed. A fit person has a relatively low percentage of body fat (body fatness).

Cardiovascular Fitness - The ability of vessels, blood, and respiratory system to supply , especially oxygen, to the muscles during sustained exercise. A fit person can persist in physical activity for relatively long periods of time without undue stress.

Flexibility - The range of motion available in a joint. It is affected by muscle length, joint structure, and other factors. A fit person can move the body joints through a full range of motion in work and in play.

Muscular Endurance - The ability of the muscles to repeatedly exert themselves. A fit person can repeat strength performances without undue fatigue.

Strength - The ability to exert an external force or to lift a heavy weight. A fit person can do work or play that involves exerting force, such as lifting or controlling one's own body weight.

Skill-Related Fitness Terms

Agility - The ability to rapidly and accurately change the position of the entire body in space. Springboard diving and wrestling are examples of activities that require exceptional agility.

Balance - The maintenance of equilibrium while stationary or while moving. Performing on the balance beam or working as a riveter on a high-rise building are activities that require exceptional balance.

Coordination - The ability to use the senses, with the body parts to perform motor tasks smoothly and accurately. Juggling, batting a baseball, or kicking a soccer ball are examples of activities requiring good coordination.

Power - The ability to transfer energy into force at a fast rate. Throwing the discuss and putting the shot are activities that require power.

Reaction Time - The time elapsed between stimulation and the beginning of reaction to that stimulation. Driving a racing car and starting a sprint race require good reaction time.

Speed - The ability to perform a movement in a short period of time. A runner on a track team or a wide receiver on a football team needs good foot and leg speed.

For a discussion of health-related fitness and skill-related fitness see Concept Paper #1, "Issues and Trends in Physical Education" (1989).

There are many features within the fitness segment of the entire physical education program. These are listed below so that planners, including teachers, may wish to include in instructional materials. It is certainly not an exhaustive list:

- Adoption of a districtwide physical fitness test (e.g., AAHPERD's Physical Best, Cramer's Fit-n-dex or the President's Challenge [PCYFS]).
- Physical fitness testing preparation of students.
- Physical fitness testing at least twice per year.
- Knowledge testing of fitness.
- Aerobic homework assignments (grades 4-12).
- Opportunities for students to self-test and consult in program planning.
- Encouragements, incentives, and motivation for extra curricular fitness experience.
- Fitness for everyone -- all students, all people.
- Invitations to staff to join in during selected fitness experiences.
- Role model a fit lifestyle.
- Be a proponent of drug-free and tobacco-free schools. Support the health promotion efforts in the school. Better yet, be an initiator of health promotion events in the school and the community.
- Do not measure body composition of obese students, offer counsel, or maybe a private testing.
- Provide a report of fitness progress to students and parents.
- Use "gain" scores in fitness for grading and not percentile scores. Give the low students a chance at a good, above average, or excellent grade relative to progress and not just genetic endowment.
- Participate with students on occasion (let them know we "practice what is preached"), especially the testing.
- Fitness is a lifestyle, a continuous pursuit that is personal, challenging and at times frustrating. . .but fun too!
- Fitness is important as a habit during youth and imperative as an adult. Fitness activities change in the 20s, 30s, 40s, and beyond. People are never too old!
- Work out with a senior citizen sometime.

These few lines may serve as an organizer for curriculum planners, including teachers. Discuss the possibilities, network health education and gather appropriate references and materials. Go for it! Go for fit!

2.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS AN UNDERSTANDING AND REGULAR PRACTICE OF POSITIVE FITNESS BEHAVIORS. (ELS 7.4)*

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
2.1 DEMONSTRATE A KNOWLEDGE OF FITNESS	A Identify fitness by simple definition	A Identify fitness by simple definition	A Identify major fitness components (e.g., strength flexibility, cardiovascular endurance)	A Identify the major fitness components
MAKE REASONED EVALUATIONS (ELS 6.4)				
USE ORAL COMMUNICATION TO GIVE OR RECEIVE INFORMATION AND DIRECTIONS (ELS 2.3)	C Ask questions designed to clarify, gain assistance or locate information	C Ask questions designed to clarify, gain assistance or locate information	C Ask questions designed to clarify, gain assistance or locate information	C Ask questions designed to clarify, gain assistance or locate information
	B Explain why people exercise and participate in activity	B Explain why people exercise and participate in activity (i.e., give more than one reason to exercise)	B Identify specific exercises that develop flexibility, strength, cardiovascular endurance	B Give examples of exercises which develop strength, flexibility and cardiovascular endurance
	C Identify various body functions that exercises effect (e.g., heart rate while running)	C Identify various body functions that exercises effect (e.g., increased breathing while and after running or jumping)	C Identify various body functions that exercises effect (e.g., sweating)	C Identify basic physical function of heart, lungs, and muscles (e.g., "heart pumps blood, lungs, transfer oxygen to blood, blood 'feeds' the muscles, muscles do the work")

*The essence of ELS 7.4 is to practice positive health behaviors which enhance learning. It is important to note that this Essential Learning Skill is spread across knowledge/skill sequences 2.1, 2.2 and 2.3.

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
A Understand the major fitness components	A Understand the major fitness components	A Compare exercises of major fitness components	A Recognize the principles of exercise (e.g., specificity overload, all or none law, etc.)	A Understand the principles of exercise specificity and overload as they relate to major fitness components	A Use principles of exercise (specificity, overload, etc.) to plan a personal fitness program which improves mahor components of fitness
		b Analyze statements in mass media in terms of appropriateness and effectiveness (e.g., claims from exercise celebrities)	b Analyze statements in mass media in terms of appropriateness and effectiveness	b Analyze statements in mass media in terms of appropriateness and effectiveness (e.g., bring in magazine ads for fitness equipment and food and make class judgement of truthfulness	b Assess the appropriateness or oral and written communication in in view of the intended audience and purpose of the communication
c Ask questions designed to clarify, gain and assistance or locate information (e.g., "You'll have to guess what activity we will be doing")	c Ask questions designed to clarify, gain and assistance or locate information (e.g., "You'll have to guess what activity we will be doing")	c Ask questions designed to clarify, gain and assistance or locate information	c Ask questions designed to clarify, gain assistance or locate information	c Ask questions designed to clarify, gain assistance or locate information	c Ask questions designed to clarify, gain assistance or locate information
B Give examples of exercises which develop strength, flexibility and cardiovascular endurance	B Relate the value of different exercises which develop each component	B Select exercises that develop major fitness components	B Select exercises that develop major fitness components	B Select and list exercises personally appropriate for each component of fitness	B Evaluate and select exercises personnally appropriate for each fitness component (e.g., from fitness test results, students select activities to improve own weakness)
C Explain how exercises affect different physical functions (e.g., running - increase heart beat)	C Explain how physical exercise and activity affect physiological function (e.g., lung capacity, heart efficiency, blood pressure, heat transfer)	C Explain how physical exercise and activity affect physiological function (e.g., lung capacity, heart efficiency, blood pressure, heat transfer)	C Analyze relationships among heart, lungs and muscles during exercise and rest in relation to strength, power, cardiovascular endurance, muscular endurance, flexibility and relaxation	C Analyze relationships among heart, lungs and muscles during exercise and rest in relation to strength, power, cardiovascular endurance, muscular endurance, flexibility and relaxation	C Evaluate several strategies to develop personal levels of strength, power, muscle endurance, cardiovascular endurance, flexibility, and relaxation

2.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS AN UNDERSTANDING AND REGULAR PRACTICE OF POSITIVE FITNESS BEHAVIORS. (ELS 7.4) (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
USE ORAL COMMUNICATION TO GIVE OR RECEIVE INFORMATION AND DIRECTION (ELS 2.3)				
	[E] Identify some factors that affect a healthy lifestyle	[E] Identify some factors that affect a healthy lifestyle	[E] Identify factors that positively and adversely affect a healthy lifestyle	[E] Identify factors that positively and adversely affect a healthy lifestyle (e.g., food, rest, drugs, medicines, stressful situacines) (ELS 7.4bc)
REFLECT UPON AND IMPROVE OWN REASONING (ELS 6.6)		[c] Name suggestions presented for improving reasoning capabilities	[c] Act upon suggestions for improving reasoning capabilities	[c] Act upon suggestions for improving reasoning capabilities
RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.1)				
LISTEN, READ, VIEW, AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)	[a] Name or act out types of mass media (e.g., cartoon characters)	[a] Name or act out types of mass media (e.g., people in the news)	[a] Name or act out types of mass media (e.g., reporter, sport celebrity, etc.)	[a] Name mass media techniques

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
			g Take notes and write summaries based on oral presentations (e.g., class log notebook)	g Take notes and write summaries based on oral presentations (e.g., class log notebook)	g Take and make notes based on oral presentations (e.g., class log notebook)
		D Identify growth and changes in body functions in relation to fitness components (e.g., size and flexibility)	D Identify growth and changes in body functions in relation to fitness components (e.g., size and strength)	D Analyze growth and changes in body functions in relation to fitness components (e.g., lung capacity and endurance)	D Analyze growth and changes in body functions in relation to fitness components
E Identify factors that positively and adversely affect a healthy lifestyle (e.g., food, rest, drugs, medicines, stressful situations	E Explain personal health practices as they positively or negatively affect physical and mental performance as they relate to fitness (e.g., nutrition, rest, exercise, stubstance abuse, stressful situations) (ELS 7.4bc)	E Use personal health practices that positively affect fitness	E Apply personal health practices that positively affect physical and mental performance and fitness	E Analyze personal health practices as they positively or negatively affect physical and mental performance as they relate to fitness (e.g., impact of stress on lifestyle (ELS 7.4bc)	E Evaluate and make healthy lifestyle decisions which maximize personal fitness and minimize risk factors (e.g., practice stress reduction strategies, decide to avoid using substances which detract from healthy lifestyle) (ELS 7.4bc)
c Act upon suggestions for improving reasoning capabilities	c Identify authoritative sources for obtaining feedback about reasoning capabilities (e.g., list 5 people you could believe when they tell you how to exercise)				
				b Use context clues in a selection to infer correct word(s) (e.g., identify words in a reading assignment for definition)	b Use content clues in a selection to infer correct word(s) (e.g., define terms relevant to activity or exercise)
a Name mass media techniques	a Recognize use of mass media techniques (e.g., odds and ends from TV programs to make objectives)	a Recognize use of mass media techniques	a Recognize influences of mass media techniques	a Recognize elements and identify influences of mass media upon self and society (i.e., that deals with content of physical education)	a Evaluate roles of mass media in society

2.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS AN UNDERSTANDING AND REGULAR PRACTICE OF POSITIVE FITNESS BEHAVIORS. (ELS 7.4)* (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, OPAL, AURAL AND VISUAL COMMUNICATIONS (ELS 4.1)				
MAKE REASONED EVALUATIONS (ELS 6.4)	[a] Identify simple fallacies (e.g., "Sometimes teachers will kid you. You have to know these times.")	[a] Identify simple fallacies (e.g., "You have to make it hurt.")	[a] Identify simple fallacies (e.g., "No pain - No gain")	[a] Identify simple fallacies (e.g., cigarette smoking is good for health)
USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION (ELS 4.2)				

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
				b Critically evaluate mass media influences (i.e., that deals with content of physical education and fitness)	b Listen, read and view critically
		c Understand how mass media influences relative to physical fitness	c Analyze how mass media influences relative to physical fitness	c Recognize persuasion techniques found in audio and visual communications (i.e., that deals with content of physical education)	c Recognize elements and use of propaganda techniques found in audio, printed and visual communications
					d Employ intellectual defenses against propaganda techniques
a Identify real and unreal information	a Identify and separate real and unreal information and ideas (e.g., "smoking is macho.")	a Identify and separate real and unreal information and ideas	a Separate relevant and irrelevant information used to draw conclusions	a Separate relevant and irrelevant information used to draw conclusions	a Distinguish between logical and illogical conclusions
		b Identify emotional appeals used in communication (e.g., commercials, magazine ads)	b Identify emotional appeals used in communication (e.g., commercials, posters, etc.)	b Identify propaganda and other persuasion techniques (e.g., find at least 2 questionable truths in a TV or magazine fitness ads)	b Identify propaganda and other persuasion techniques (e.g., convincing arguments for taking steroids)
				c Identify biases and stereotypes (e.g., "You throw like a girl.")	c Identify biases and stereotypes (e.g., boys don't have rhythm)
a Identify simple fallacies (e.g., cigarette smoking is good for health)	a Identify common fallacies (e.g., drugs can keep you fit, skinny is beautiful)	a Explain what makes something a fallacy	a Explain reasons why fallacies might be included in statements	a Explain reasons why fallacies might be included in statements	a Evaluate the effect of fallacies on the clarity of communications (e.g., celebrity says back bends are good, teacher says no)
	b Use mutiple sources to verify information (teacher does this first then assigns student)	b Use multiple sources to verify information	b Use multiple sources to verify information	b Use multiple sources to verify information	b Use primary and secondary source materials to verify information

2.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS AN UNDERSTANDING AND REGULAR PRACTICE OF POSITIVE FITNESS BEHAVIORS. (ELS 7.4)* (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
	F Locate heart with hand (e.g., Is the heart faster after the activity then before?)	F Locate pulse. Recognize that there is a difference between resting and working.	F Identify, count and record pulse rate during activity and rest (ELS 1.4a) (e.g., locate the pulse rate on the neck, count for 6 seconds after activity, add zero)	F Identify, count and record pulse rate during activity and rest (ELS 1.4a) (e.g., locate the pulse rate on the neck, count for 6 seconds after activity, add zero)
	G Identify basic signs of fatigue (e.g., "Let's rest for a minute.")	G Identify basic signs of fatigue (e.g., what body parts are getting tired when doing an activity--legs, arms, etc.)	G Identify basic signs of fatigue	G Identify basic signals of fatigue (e.g., breathing, perspiration, warmth, loss of control of some skills)
	H Identify difference between tension and relaxation in major muscle groups	H Explore muscle control/ holding activities (e.g., statues, freezing)	H Explore tension/relaxation activities (e.g., water freezing and melting, plants growing and wilting)	H Identify difference between tension and relaxation in major muscle groups

FORMULATE AND SUPPORT A POSITION USING APPROPRIATE INFORMATION AND SOUND ARGUMENT (ELS 6.5)

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
F Identify, count and record pulse rate during activity and rest (ELS 1.4a)	F Accurately count and record pulse rate. Explain relationship of resting heart rate and target heart rate to aerobic fitness (ELS 1.4a)	F Accurately count and record pulse rate. Explain relationship of resting heart rate and target heart rate to aerobic fitness (ELS 1.4a)	F Calculate, record and understand target heart rate to monitor own fitness activity levels (e.g., using whole numbers, decimals, fractions and percentiles], compare to standards and norms) (ELS 1.4a,b)	F Calculate, record and understand target heart rate to monitor own fitness activity levels (e.g., using whole numbers, decimals, fractions and percentiles], compare to standards and norms) (ELS 1.4a,b)	F Include and monitor target heart rate in fitness plan (e.g., using whole numbers, fractions and percentiles], compare to standards and norms) (ELS 1.4a,b)
G Identify and explain signals of fatigue (e.g., why do the legs feel heavy after running?)	G Identify and explain signals of fatigue	G Identify and explain signals of fatigue	G Analyze possible reasons for fatigue and identify possible changes in program to lessen fatigue	G Analyze possible reasons for fatigue and identify possible changes in program to lessen fatigue	G Analyze possible reasons for fatigue and identify possible changes in program to lessen fatigue
H Apply various techniques of relaxation	H Apply various techniques of relaxation	H Experience and assess difference between tension and relaxation in activities	H Evaluate the effects the effects of relaxation practices	H Evaluate the effects of relaxation practices	H Select relaxation strategies to include in personal fitness plan
I Understand that fat is a natural storage for extra calories	I Explain the relationship between fat and lean body mass (e.g., name the parts of the body that make up lean body mass)	I Understand how personal body composition ranges among students	I Calculate personal body composition	I Calculate personal body composition	I Predict, calculate and evaluate personal body composition as a basis for establishing fitness goals (e.g., activities that you could do to adjust body composition)
	b Defend a position on an issue using personal criteria (e.g., how much lean body weight should a person carry and why)	b Support another person's position on an issue (e.g., "Who agrees with [student's name] and why?")	b Support another person's position on an issue	b Support another person's position on an issue	b Formulate, support, and defend a position based upon data gathered from objective and authoritative sources

2.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS AN UNDERSTANDING AND REGULAR PRACTICE OF POSITIVE FITNESS BEHAVIORS. (ELS 7.4) (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
2.2 DEMONSTRATE ABILITY TO MAINTAIN AND IMPROVE PHYSICAL FITNESS	A Perform simple exercises representing each fitness component	A Perform simple exercises representing each fitness component	A Perform simple exercises representing each fitness component	A Accurately perform exercises representing each fitness component
		B Practice fitness activities regularly in class and encourage others on the playground and after school	B Practice fitness activities regularly in class and encourage others on the playground and after school	B Practice fitness activities regularly in class and encourage others on the playground and after school
CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.1)				a Determine general purpose of assignment and ask clarification questions if necessary b Determine ideas and concepts addressed in the assignment

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
				C Analyze arguments against own cultural knowledge or beliefs (e.g., have students discuss different cultural beliefs and what effect they have)	C Analyze arguments against own cultural knowledge or beliefs
				J Explain components of a personal fitness plan using both qualitative and quantitive data	J Explain and predict changes in personal fitness plan through the life span using both qualitative and quantitive data (ELS 1.4c)
A Accurately practice fitness exercises representing each fitness component	A Accurately practice fitness exercises representing each fitness component	A Accurately practice fitness exercises representing each fitness component	A Accurately practice and perform fitness exercises that contribute most to self-identified fitness	A Accurately practice and perform fitness exercises that contribute most to self-identified fitness	A Regularly adjust fitness exercises according to plan (e.g., keep log for weight training, jogging, etc.)
B Practice fitness activities regularly in class and encourage others on the playground and after school	B Apply principles of exercise (e.g., regular practice, intensity, duration, growth and development) and use factors which assist in positive fitness development in class and encourage others on the playground and after school	B Apply principles of exercise (e.g., regular practice, intensity, duration, growth and development) and use factors which assist in positive fitness development in class and encourage others on the playground and after school	B Apply principles of exercise (e.g., regular practice, intensity, duration, growth and development) and use factors which assist in positive fitness development in class and encourage others on the playground and after school	B Maintain or improve fitness level and set personal goals for regular practice and progress in relation to own growth	B Maintain and evaluate personal fitness changes to date as they relate to goal achievement for in school and out of school activities
a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary
b Determine ideas and concepts addressed in the assignment	b Determine ideas, concepts and generalizations addressed in the assignment	b Determine ideas, concepts and generalizations addressed in the assignment	b Determine ideas, concepts, generalizations, principles, and issues addressed in the assignment	b Determine ideas, concepts, generalizations, principles, and issues addressed in the assignment	b Determine ideas, concepts, generalizations, principles, and issues addressed in the assignment

2.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS AN UNDERSTANDING AND REGULAR PRACTICE OF POSITIVE FITNESS BEHAVIORS. (ELS 7.4) (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)				a Follow a study plan including: time management, appropriate study environment, processing of information
		C Explore fitness test activities using appropriate test-taking techniques	C Perform a fitness test battery accurately using test-taking techniques	C Perform fitness tests accurately using appropriate test taking techniques
USE NUMBER/NUMBERIC FIGURES, LETTERS, WORDS, SYMBOLS, AND VISUALS TO COUNT, COMPUTE AND COMMUNICATE QUANTITIVE DATA (ELS 1.4)				d Use mental and manual calculations to perform grade-level arithmetic operations
	D Participate in daily, quality exercise	D Participate in daily, quality exercise	D Participate in daily, quality exercise	D Participate in daily, quality exercise
REFLECT UPON OWN, IMPROVE OWN REASONING (ELS 6.6)				b Identify where bias influenced a decision
COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)				

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., aerobic homework assignment)	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., aerobic homework assignment)	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information
C Perform fitness tests accurately using test-taking techniques and understand results	C Perform fitness tests accurately and understand results using appropriate test-taking techniques	C Perform fitness tests accurately and understand results using appropriate test-taking techniques	C Perform fitness tests regularly and develop goals of improvement	C Perform fitness tests regularly and plan ways to improve or maintain levels with assistance using appropriate test-taking techniques	C Adjust regular exercise plan accordingly to diagnose fitness levels
d Use mental and manual calculations to perform arithmetic operations	d Use mental and manual calculations to perform arithmetic operations	d Use mental, manual and possibly calculator and computer processes to perform mathematical operations	d Use mental, manual and possibly calculator and computer processes to perform mathematical operations	d Use mental, manual and possibly calculator and computer processes to perform mathematical operations	d Use mental, manual and possibly calculator and computer processes to perform mathematical operations
					e Convert mentally, manually and electronically among decimals, percents, and commonly used fractions (e.g., keep pulse scores, fitness scores and target heart rate)
D Participate in daily quality exercise and know various options for recreation which enhance fitness	D Participate in various options for recreation and leisure activities which enhance fitness	D Participate in various options for recreation and leisure activities which enhance fitness	D Participate in various options for recreation and leisure activities which enhance fitness	D Select and participate in various options for recreation and leisure activities which enhance fitness. Report on experiences.	D Organize choices and implement options for recreational and leisure activities and evaluate contributions different activities make in personal fitness
b Express how biases influence a decision	b State rationale for people having biases	b State rationale for people having biases	b State rationale for people having biases	b Explain personal biases	b Explain personal biases
d Infer direct cause and effect relationships	d Infer direct cause and effect relationships	d Infer direct cause and effect relationships	d Infer direct cause and effect relationships	d Recognize direct and indirect cause and effect relationships	d Infer direct cause and indirect cause and effect relationships

2.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS AN UNDERSTANDING AND REGULAR PRACTICE OF POSITIVE FITNESS BEHAVIORS. (ELS 7.4)* (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
			E Adapt fitness activities to accommodate different physical and mental contions for self	E Adapt fitness activities to accommodate different physical and mental contions for self and others
SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)				b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, practice movement skill, use self-questioning)
2.3 DEMONSTRATE A POSITIVE ATTITUDE TOWARD PERSONAL FITNESS AND WELLNESS	A Show enjoyment in physical activity	A Show enjoyment in physical activity	A Show enjoyment in physical activity	A Show enjoyment in physical activity
	B Show positive feelings for participation	B Show positive feelings for participation for self and others	B Show positive feelings for participation (e.g., "watch out for others working in small groups)	B Identify positive feelings of participation by self.
	C Be willing to try a variety of physical activities	C Be willing to try a variety of physical activities (e.g., with a partner, being upside down, being off of the ground)	C Be willing to try a variety of physical activities	C Be willing to try a variety of physical activities

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
E Adapt fitness activities to accommodate different physical and mental conditions for self and others	E Adapt fitness activities to accommodate different physical and mental conditions for self and others	E Adapt fitness activities to accommodate different physical and mental conditions for self and others	E Adapt fitness activities to accommodate different physical and mental conditions for self and others	E Adapt fitness activities to accommodate different physical and mental conditions for self and others	E Adapt fitness activities to accommodate different physical and mental conditions for self and others
b Accomplish learning task using appropriate study techniques (e.g., ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates practice movement skill, use self-questioning)	b Accomplish learning task using appropriate study techniques	b Accomplish learning task using appropriate study techniques	b Accomplish learning task using appropriate study techniques	b Accomplish learning task using appropriate study techniques	b Accomplish learning task using appropriate study techniques
A Appreciate the excitement for and understand the benefits of physical activity	A Appreciate the excitement for and understand the benefits of physical fitness	A Appreciate the excitement for and understand the benefits of physical fitness	A Value the importance of regular exercise for a quality lifestyle	A Value the importance of regular exercise for a quality lifestyle	A Value the importance of regular exercise for a quality lifestyle
B Identify positive feelings for participation by self and others	B Value positive feelings for participation by self and others	B Motivate self and others to safely try different activities (e.g., encourage others, reinforce quality attempts, etc.)	B Motivate self and others to safely try different activities (e.g., encourage others, reinforce quality attempts, etc.)	B Motivate self and others to safely try different activities (e.g., encourage others, reinforce quality attempts, etc.)	B Motivate self and others to safely try different activities (e.g., encourage others, reinforce quality attempts, etc.)
C Be willing to try a variety of physical activities	C Communicate a positive attitude toward a variety of activities for self and others	C Communicate a positive attitude toward a variety of activities for self and others	C Communicate a positive attitude toward a variety of activities for self and others	C Communicate a positive attitude toward participation even in adverse conditions (i.e., frustration, level of learning, rainy day)	C Communicate a positive attitude toward participation even in adverse conditions for self and others

2.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS AN UNDERSTANDING AND REGULAR PRACTICE OF POSITIVE FITNESS BEHAVIORS. (ELS 7.4)* (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
				[D] Identify feelings before, during and after activity

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
D Understand how mental attitude affects performance for self and others	D Understand how mental attitude affects performance for self and others (e.g., have students mentally practice a skill before actual performance of the skill to understand feelings)	D Understand how mental attitude affects performance for self and others	D Understand how mental attitude affects performance for self and others	D Understand the relationships among mental, emotional and physical fitness	D Value an integration of positive mental, emotional and physical fitness
					E Evaluate stress and use reduction strategies to recreate positive attitude and acceptance of self

The third area of concentration in physical education is self-management and appropriate social behavior. Students become sensitive to the process of learning and cooperating with others as they master movement and fitness skills. The process of learning in physical education is visible to all others in class. This is fairly unique to physical education and therefore, class becomes a laboratory for personal, cooperative, and competitive behaviors.

TEACHING APPROPRIATE SELF-MANAGEMENT ON SOCIAL BEHAVIOR SKILLS TO OREGON STUDENTS

Everything everyone does in physical education is seen by everyone else. From the first try on through failure and success, students in physical education do not have a desk, do little paperwork and rarely pause long enough to catch their breath. That is the approach used in physical education. A synthesis of teaching guidelines includes action as the primary ingredient to students learning movement and fitness concepts.

It seems quite appropriate, therefore, that physical education be identified as a quite acceptable platform for lessons about self-management and appropriate social behavior. In brief terms, the third goal of Common Curriculum Goals points toward students demonstrating physical, emotional, and verbal control. The targets for student behavior include values like honesty, safety in activity, consistancy, consequences, evaluating choices, considering alternatives, acceptance of self, understanding the uniqueness of others, development of morally-based cooperation, and competition skills.

This sounds like the content of other subjects, i.e., like health education, social studies, and others. Indeed, it is! Without recognizing the fact that many of the targets of instruction in this content goal are areas also touched by other subjects would be remiss. To say that physical education should have sole responsibility for the development of these values in students is both wrong and naive. To say that physical education should assume that these values and concepts are taught at home or else where in school curriculum is also wrong and naive.

Dauer and Pangrazi (1986) suggest in their text that, "Self-management and social skills are prerequisite to instruction." Oregon physical education programs are being developed and implemented with the notion that, to some degree, self-management and social skills <u>are</u> the content of instruction.

Grade level indicators suggest acceptable behavior of students. The teacher selects activities that must appropriately bring out the "teachable moment" for students to be confronted with the opportunity, the choice, the dilemma, the dialogue, the change. Teachers may plan for or see an opportunity spontaneously to teach during a lesson that is instructionally focused in a different direction. Romance (May 1988) shares five guidelines to teaching in the areas of character development and social skills.

- Allow moral dilemmas to occur and use them as learning situations.
- Allow some time for discussion of dilemma situations: sometimes entire class discussion is warranted; sometimes one-on-one discussion is sufficient.
- View dilemmas as opportunities for moral growth rather than as troublesome interruptions.
- Be sure to include the "whys" in discussions and disciplinary action: "Why are you upset?" "Why am I giving you a time out?"
- Start with rights and responsibilities, not rules and punishments. The latter will come naturally.

Key words and phrases for teachers as plans and programs that focus on appropriate self-management and social behavior are:

- problem solving
- direction giving/taking
- leaders/followers
- team players
- partner and group decision making
- cooperation
- concern for others
- responsibility for self and others
- anticipation
- acceptance of consequences
- empathy
- kindness
- "true' competitiveness
- moral judgment
- respect

The list above is a beginning. Longer lists may be generated by individual teachers as they carry lessons into physical education classes that the content of human movement, fitness knowledge, skill and positive attitude is taught through an approach that endorses, encourages and empowers students to appropriately self-manage and use consistent social skills so that others will want and need continual positive interaction.

3.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS UNDERSTANDING AND REGULAR PRACTICE OF APPROPRIATE SELF-MANAGEMENT AND SOCIAL BEHAVIORS.

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
3.1 DEMONSTRATE APPROPRIATE AND POSITIVE BEHAVIOR MANAGEMENT SKILLS	A Follow rules of activity, classrooms and playground	A Follow rules of activity, classrooms and playground	A Understand and practice the concept of honesty in class activities	A Understand and practice the concept of honesty in class activities
	B Perform with self control in class activities	B Perform with self-control in class activities	B Perform with self-control in all class activities	B Perform with self-control in all class activities
REFLECT UPON AND IMPROVE OWN REASONING (ELS 6.6)				a Describe in simple terms how a solution was reached
SPEAK WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3)	C Communicate using appropriate verbal and nonverbal skills (e.g., talking games, telephone, mime feelings)	C Communicate using appropriate verbal and nonverbal skills (e.g., express emotion in movement)	C Communicate using appropriate verbal and nonverbal skills (e.g., exercise leaders)	C Communicate using appropriate verbal and nonverbal skills
USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION (ELS 4.2)	C Using appropriate verbal and nonverbal skills, express own feelings, knowledge and beliefs at appropriate times (e.g., What do you look like when you are happy, etc.)	C Using appropriate verbal and nonverbal skills, express own feelings, knowledge and beliefs at appropriate times (e.g., about name calling, about being left out)	C Using appropriate verbal and nonverbal skills, express own feelings, knowledge and beliefs at appropriate times (e.g., "When you do that I feel _____")	C Using appropriate verbal and nonverbal skills, express own feelings, knowledge and beliefs at appropriate times (e.g., cheating in a game)

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
A Understand behavior and responsibilities in terms of honesty	A Evaluate own behavior and responsibilities in terms of honesty	A Evaluate own behavior and responsibilities in terms of honesty (e.g., If you were "tagged" student should be able to follow the rule without being prompted by teacher)	A Choose honest behavior in class activities	A Choose honest behavior and attitudes in own life	A Choose honest behavior and attitudes in own life
B Perform with self-control to elements of pressure	B Identify and select appropriate response to an adverse situation	B Identify and select appropriate response to an adverse situation (e.g. in competitive group play)	B Identify a resource person available in dealing with a crises (e.g., parent, counselor, minister, referee)	B Identify various resources available in dealing with crises	B Implement consistent appropriate social action when encountering adverse conditions
a Describe in simple terms how a solution was reached	a Describe the reasoning process most frequently being used in terms of inductive or deductive reasoning	a Describe the reasoning process most frequently being used in terms of inductive or deductive reasoning	a Describe the reasoning process most frequently being used in terms of inductive or deductive reasoning		
c Communicate using appropriate verbal and nonverbal skills (e.g., referee, support of classmates)	c Communicate using appropriate verbal and nonverbal skills	c Communicate using appropriate verbal and nonverbal skills	c Communicate using appropriate verbal and nonverbal skills	c Communicate using appropriate verbal and nonverbal skills (e.g., lead warm-ups, drills, teach another student, captain a team)	c Communicate using appropriate verbal and nonverbal skills
c Using appropriate verbal and nonverbal skills, express own feelings, knowledge and beliefs at appropriate times (e.g., cheating in a game)	c Using appropriate verbal and nonverbal skills, express own feelings, knowledge and beliefs at appropriate times (e.g., a call in a game is disagreeable to students, how can it be dealt with appropriately?)	c Using appropriate verbal and nonverbal skills, express own feelings, knowledge and beliefs at appropriate times (e.g., a call in a game is disagreeable to students, how can it be dealt with appropriately?)	c Using appropriate verbal and nonverbal skills, express own feelings, knowledge and beliefs at appropriate times (e.g., a call in a game is disagreeable to students, how can it be dealt with appropriately?)	c Using appropriate verbal and nonverbal skills, express own feelings, knowledge and beliefs at appropriate times (e.g., work in small groups or individually constructing an aerobic routine together that exercises feelings, beliefs, etc.)	c Using appropriate verbal and nonverbal skills, express own feelings, knowledge and beliefs at appropriate times

3.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS UNDERSTANDING AND REGULAR PRACTICE OF APPROPRIATE SELF-MANAGEMENT AND SOCIAL BEHAVIORS. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
	C Explore and experience following direction in activities (e.g., body positions) in self space and general space	C Experience independence during supervised practice times	C Follow directions and participate in activities without direct teacher supervision	C Follow directions and participate in activities without direct teacher supervision
			D Recognize and identify individual and partner decision-making behaviors (e.g., choosing a partner, doing a task in partners)	D Identify and apply individual and group decision-making behaviors
MAKE REASONED EVALUATIONS (ELS 6.4)				d List some reasons why a person would decide to engage in a particular activity
SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)				e Complete assignments on time and take responsibility to make up work missed
				E Practice consistent behavior of a good sport and a good citizen in activities and games

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
					d Identify and understand differing feelings, beliefs and issues (e.g., toward life long activity selections)
C Work independently at an appropriately selected or assigned task without direct teacher supervision	C Work independently at an appropriately selected or assigned task without direct teacher supervision	C Work independently at an appropriately selected or assigned set of tasks without direct teacher supervision	C Work independently at an appropriately selected or assigned set of tasks without direct teacher supervision	C Work independently at an appropriately selected or assigned set of tasks without direct teacher supervision	C Organize and work independently on a progression for accomplishing a task or set of tasks
D Identify and apply a variety of individual and group decision-making behaviors	D Identify and apply effective individual and group decision-making bahaviors	D Identify and apply effective individual and group decision-making bahaviors	D Identify choices and apply effective individual and group decision-making behaviors (e.g., have students divide into teams choosing their own captains, positions)	D Identify choices and apply effective individual and group decision-making behaviors	D Choose and use effective individual and group decision-making behaviors
d State personal criteria for deciding whether to engage in a particular activity	d State personal criteria for deciding whether to engage in a particular activity	d State physiological and societal criteria for deciding to engage in particular activity	d State personal physical and societal criteria for deciding to engage in a particular activity	d State personal, physiological and societal criteria for deciding to engage in a particular activity	d Assess the worth of a given course of action or policy
e Complete assignments on time and take responsibility to make up work missed	e Complete assignments on time and take responsibility to make up work missed	e Complete assignments on time and take responsibility to make up work missed	e Complete assignments on time and take responsibility to make up work missed	e Complete assignments on time and take responsibility to make up work missed	e Complete assignments on time and take responsibility to make up work missed
E Practice consistent behavior of a good sport and a good citizen in activities and games	E Practice consistent behavior of a good sport and a good citizen in activities and games	E Practice consistent behavior of a good sport and a good citizen in activities and games	E Practice consistent behavior of a good sport and a good citizen in activities and games	E Practice consistent behavior of a good sport and a good citizen in activities and games	E Practice consistent behavior of a good sport and a good citizen in activities and games

3.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS UNDERSTANDING AND REGULAR PRACTICE OF APPROPRIATE SELF-MANAGEMENT AND SOCIAL BEHAVIORS. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
	F Recognize that specific behaviors have consequences	F Understand and apply individual choices of appropriate behaviors	F Identify choices and consequences for own behavior	F Identify choices and consequences for own behavior
	G Identify personal hygiene practices as related to participation in activity	G Identify personal hygiene practices as related to participation in activity (e.g., wash your face after you've been sweating or your hands after playing catch)	G Identify personal hygiene practices as related to participation in activity	G Identify personal hygiene practices as related to participation in activity
	H Identify equipment and facilities with proper uses	H Identify equipment and facilities with proper uses	H Use facilities and equipment with care and respect	H Use facilities and equipment with care and respect
USE RESOURCES BEYOND THE CLASSROOM (ELS 7.2)	a Locate, check-out and return materials, equipment and apparatus with teacher supervision	a Locate, check-out and return materials, equipment and apparatus with teacher supervision	a Locate, check-out and return materials (e.g., being responsible to check out equipment in class situation	a Locate, check-out and return books and other circulating media materials (e.g., being responsible to check out equipment in class situation)
SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)	d Apply appropriate methods for taking and putting away equipment (e.g., shoes for gym class, hoop on teacher's arm, ball placed in the basket)	d Apply appropriate methods for taking and putting away equipment (e.g., shoes for gym class)	d Apply appropriate methods for taking and putting away equipment (e.g., shoes for gym class)	d Keep school study materials and equipment organized and accessible

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
F Demonstrate responsible choices. Accept the consequences	F Consider alternatives and consequences for own behavior	F Examine alternatives and make choices based on understanding of consequences	F Analyze choices, revise decisions with new information for responsible behavior	F Evaluate choices, revise decisions with new information for responsible behavior	
G Understand personal hygiene as related to participation in activity	G Understand personal hygiene as related to participation in activity (e.g., gym clothes, need to stay clean)	G Practice appropriate personal hygiene as related to participation in activity	G Practice appropriate personal hygiene as related to participation in activity (e.g., use of gym clothes, showering)	G Practice appropriate personal hygiene as related to participation in activity (e.g., use of PE clothes, showering)	G Practice appropriate personal hygiene as related to participation in activity (e.g., use of PE clothes, showering)
H Practice consistency in appropriate use of facilities and equipment	H Practice consistency in appropriate use of facilities and equipment	H Practice consistency in appropriate use of facilities and equipment	H Practice consistency in appropriate use of facilities and equipment	H Practice consistency in appropriate use of facilities and equipment	H Practice consistency in appropriate use of facilities and equipment
a Locate, check-out and return books and other circulating media materials (e.g., check out physical education equipment and be responsible over a recess, noon hour, overnight)	a Locate, check-out and return books and other circulating media materials (e.g., check out physical education equipment and be responsible over a recess, noon hour, overnight)	a Locate, check-out and return books and other circulating media materials (e.g., check out physical education equipment and be responsible over a recess, noon hour, overnight)	a Locate, check-out and return books and other circulating media materials	a Locate, check-out and return books and other circulating media materials	a Locate, check-out and return books and other circulating media materials
					b Locate and use noncirculating reference materials
					c Use library classification system and services to locate specialized resources required to complete assignments
d Keep school study materials and equipment organized and accessible	d Keep school study materials and equipment organized and accessible	d Keep personal and school study materials, log, and related notes organized and accessible (e.g., clothes for gym clean and worn to class regularly)	d Keep personal and school study materials, log, and related notes organized and accessible (e.g., clothes for gym clean and worn to class regularly)	d Keep personal and school study materials, log, and related notes organized and accessible (e.g., clothes for gym clean and worn to class regularly)	d Keep personal and school study materials, equipment, log and related notes, organized and accessible

3.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS UNDERSTANDING AND REGULAR PRACTICE OF APPROPRIATE SELF-MANAGEMENT AND SOCIAL BEHAVIORS. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
3.2 PARTICIPATE SAFELY IN MOVEMENT ACTIVITIES	A Identify injuries due to movement (e.g., "What can happen if you run into someone?")	A Identify factors of injury prevention (e.g., avoidance skills peripheral vision, falling/landing skills, awareness safety rules)	A Identify factors of injuries (e.g., training and warm-up, stretch, cool-down, icing)	A Identify factors of injury prevention (e.g., watch out for others moving in the same space)
	B Identify and apply safety rules of the school and playground	B Identify and apply safety rules of the school and playground	B Identify and apply safety rules of the school and playground	B Identify and apply safety rules and concepts (e.g., control of movement, use of equipment, etc.)
			D Identify the need for appropriate warm-up and cool-down practices before and after various vigorous activities	D Identify the need for appropriate warm-up and cool-down practices before and after various vigorous activities
	E Evaluate safe practice for personal participation (e.g., bike riding, playing in parks, swimming, walking to school, etc.)	E Evaluate safe practice for personal participation (e.g., bike riding, playing in parks, swimming, walking to school, etc.)	E Evaluate safe practice for personal participation (e.g., bike riding, playing in parks, swimming, walking to school, etc.)	E Evaluate safe practice for personal participation (e.g., bike riding, playing in parks, swimming, walking to school, etc.)

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
A Identify factors of injury prevention (e.g., training principles: increase distance, decrease force)	A Identify factors of prevention and care of injuries (e.g., tell an adult or teacher you are hurt)	A Explain factors of prevention and care of injuries	A Explain how to use principles of prevention, care and injury rehabilitation	A Practice principles of prevention, care and injury rehabilitation	A Apply good judgement in prevention, care and injury rehabilitation
B Identify and apply safety rules and concepts (e.g., control of movement, use of equipment, etc.)	B Use good judgment while moving safely in a given space	B Use good judgment while moving safely in a given space	B Apply safe practices as an individual or part of a group in a given environment	B Apply safe practices as an individual or part of a group in a given environment	B Plan for safety awareness and needs in various setting for self and groups
		C Identify safety guidelines for purchasing equipment for activites	C Identify safety guidelines for purchasing equipment for activites	C Identify safety guidelines for purchasing equipment for activites	C Identify safety guidelines for purchasing equipment for activites
D Identify the need for appropriate warm-up and cool-down practices before and after various vigorous activities	D Understand need for warm-up before and cool-down after vigorous activities	D Understand need for warm-up before and cool-down after vigorous activities	D Select and lead proper warm-up and cool-down for self and others	D Select and lead proper warm-up and cool-down for self and others	D Select and lead proper warm-up and cool-down for self and others
E Evaluate safe practice for personal participation (e.g., bike riding, playing in parks, swimming, walking to schools, etc.)	E Evaluate safe practice for personal participation (e.g., bike riding, playing in parks, swimming, walking to schools, etc.)	E Evaluate safe practice for personal participation (e.g., bike riding, playing in parks, swimming, walking to schools, etc.)	E Evaluate safe practices for personal fitness program (e.g., diet, steroids, equipment, clothing, working-out alone, facilities, etc.)	E Evaluate safe practices for personal fitness program (e.g., diet, steroids, equipment, clothing, working-out alone, facilities, etc.)	E Evaluate safe practices for personal fitness program (e.g., diet, steroids, equipment, clothing, working-out alone, facilities, etc.)
					F Make wise decisions as a consumer of activities/fitness products

3.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS UNDERSTANDING AND REGULAR PRACTICE OF APPROPRIATE SELF-MANAGEMENT AND SOCIAL BEHAVIORS. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
3.3 UNDERSTAND FACTORS THAT CONTRIBUTE TO A POSITIVE SELF-PERCEPTION	A Explore own unique phsical abilities	A Explore how body moves and that it is unique and moves differently than someone else, and alike in ways, too	A Identify heritages, impact on "Who I am?" (e.g., extend lesson home. Involve parents with cultural differences)	A Identify personal maturation level, uniquenesses in terms of racial/cultural, gender and disabling conditions
				B Identify different somatotypes
	E Identify own personal characteristics (e.g., brown hair, good manners, girl/boy)	E Recognize individual differences and similarities	E Identify individual differences and show acceptance of those differences	E Identify individual differences and explain the importance of accepting differences
	F Give positive reinforcement to self and others for skill improvement	F Give positive reinforcement to self and others for skill improvement	F Give positive reinforcement to self and others for skill improvement	F Give positive reinforcement to self and others for skill improvement

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
A Identify personal maturation level, uniquenesses in terms of racial/cultrual, gender and disabling conditions	A Identify various personal strengths and areas for improvement in movement settings	A Identify and understand how refining skills can enhance and expand movement skills while building self-esteem	A Identify and understand how refining skills can enhance and expand movement skills while building self-esteem	A Assess personal strengths and areas for improvement in movement settings	A Select and practice movement activities that reinforce positive self-perceptions
B Identify different somatotypes	B Identify contributing factors which determine somatotype	B Explain somatotypes	B Explain how somatotypes affects performance	B Understand how self-perception of somatotype affects self-image	B Evaluate personal image and consider modifications
			C Select a variety of activities to develop positive image and new interests	C Select activities, in and outside of school, that reinforce a positive self-image regarding somatotype	C Select activities, in and outside of school, that are appropriate to physical structures, limitations, movement skill abilities and personal interests (e.g., choosing a walking program, adapted forms of games, aerobic dances, intramurals)
	D Understand and appreciate the relationship between positive self-perception and enhanced performance	D Understand and appreciate the relationship between positive self-perception and enhanced performance	D Understand and appreciate the relationship between positive self-perception and enhanced performance	D Understand and appreciate the relationship between positive self-perception and enhanced performance	D Understand and appreciate the relationship between positive self-perception and enhanced performance
E Understand individual differences and show acceptance of self and others	E Understand appropriate communication skills in team or group situations to acknowledge and respect individual differences (e.g., tolerance, sensitivity, compassion, acceptance)	E Explain and use examples of appropriate communication skills in team/group situations to acknowledge and respect individual differences	E Apply appropriate communication skills in team or group situations to acknowledge and respect individual differences (e.g., tolerance, sensitivity, compassion, acceptance respect)	E Apply appropriate communication skills in team or group situations to acknowledge and respect individual differences (e.g., tolerance, sensitivity, compassion, acceptance respect)	E Value the individual differences of self and others in a variety of situations and apply appropriate communication skills in situations where differences exists
F Give positive reinforcement to self and others for skill improvement	F Give positive reinforcement to self and others for skill improvement	F Give positive reinforcement to self and others for skill improvement	F Give positive reinforcement to self and others for skill improvement	F Give positive reinforcement to self and others for skill improvement	F Give positive reinforcement to self and others for skill improvement

3.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS UNDERSTANDING AND REGULAR PRACTICE OF APPROPRIATE SELF-MANAGEMENT AND SOCIAL BEHAVIORS. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
3.4 DEMONSTRATE APPROPRIATE SOCIAL SKILLS	A Listen to and respond to a signal for attention	A Listen to and respond to a signal for attention	A Listen to and respond to a signal for attention	A Listen to and execute a direction when given in a group setting
IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1)	e Follow step-by-step directions from teacher signal words and modeling	e Follow step-by-step directions from teacher signal words and modeling	e Follow directions when signal words are given (e.g., teacher cue for performance)	e Follow directions and sequences when signal words are given (e.g., teacher cue the second part of a dance)
USE ORAL COMMUNICATION TO GIVE OR RECEIVE INFORMATION AND DIRECTIONS (ELS 2.3)	a Verbalize oral messages	a Verbalize oral messages and repeat directions	a Verbalize oral messages and repeat directions	a Paraphrase oral messages (e.g., partners give oral feedback to each other about performance criteria)
			b Give oral messages or directions to partner (e.g., count number of successful attempts)	
	f Follow choral response with teacher lead	f Follow choral response with teacher lead	f Repeat oral messages word for word	f Repeat oral messages word for word
		i Follow 1-step oral instructions with teacher assistance	i Follow 2-step oral instructions with teacher assistance	i Follow 2-3 step oral instruction
SPEAK WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3)			b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English
USE ORAL COMMUNICATION TO GIVE OR RECEIVE INFORMATION AND DIRECTIONS (ELS 2.3)			d Share ideas and information orally with others	d Share ideas and information orally with others

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
A Listen to and execute a direction when given in a group setting	A Listen to and execute a series of directions as given in a group setting	A Listen to and execute a series of directions without teacher supervision	A Listen to teacher directions and give/receive specific follow-up directions from peers	A Give and receive directions from peers and others in various settings	A Give and receive directions from peers and others in various settings
e Follow directions and sequences when signal words are given	e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given (e.g., rotate from station to station without direct supervision	
a Paraphrase oral messages	a Paraphrase oral messages	a Paraphrase oral messages	a Paraphrase oral messages	a Paraphrase oral messages	
b Give oral directions with teacher assistance (e.g., to partner, small group, whole class)	b Give accurate oral directions (e.g., to partner, small group, whole class)	b Give accurate oral directions	b Give accurate oral directions without teacher supervision or assistance	b Give accurate oral directions (e.g., lead exercises for class)	
	e Provide accurate descriptive detail orally	e Provide accurate descriptive detail orally	e Provide accurate descriptive detail orally	e Provide accurate descriptive detail orally	e Provide accurate detail based on oral explanations by others
f Repeat oral messages verbatim	f Repeat oral messages verbatim				
					h Prepare accurate, detailed summaries from oral presentations
i Follow 3-step oral instruction with teacher assistance	i Follow 3-step oral instructions	i Follow 3-step oral instructions without teacher assistance	i Follow multi-step oral instructions without teacher assistance (e.g., monitoring, cueing)	i Follow multi-step oral instructions	i Follow multi-step oral instructions
b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English
d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others

3.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS UNDERSTANDING AND REGULAR PRACTICE OF APPROPRIATE SELF-MANAGEMENT AND SOCIAL BEHAVIORS. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION (ELS 4.2)		[a] Ask questions and listen to answers	[a] Ask appropriate questions and understand answers	[a] Ask questions and draw reasonable conclusions from answers
	[B] Identify a cooperative behavior (e.g., name two things you can do to be a good group member)	[B] Identify a cooperative behavior	[B] Identify a cooperative behavior	[B] Identify a cooperative behavior
IDENTIFY PROBLEMS AND APPROACH THEIR SOLUTION IN AN ORGANIZED MANNER (ELS 6.5)			[e] Recognize successful and unsuccessful problem-solving strategies	[e] Recognize successful and unsuccessful problem-solving strategies
FORMULATE AND SUPPORT A POSITION USING APPROPRIATE INFORMATION AND SOUND ARGUMENT (ELS 6.5)				

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
a Provide answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data
B Explain qualities of cooperative behavior	B Identify qualities of and participate in leadership and supportive roles	B Explain qualities of and participate in leadership and supportive roles	B Participate in and understand differences in leadership and supportive role behavior	B Participate in and evaluate leadership and supportive role behavior	B Analyze positive and negative experiences with leadership and supportive roles and choose appropriate alternatives
e Identify problem-solving strategies	e Share successful and unsuccessful problem-solving strategies (e.g., a leader in a group activity)	e Understand different qualities of problem-solving solutions	e Explain why a problem-solving solution strategy may/may not be successful	e Describe both successful and unsuccessful solution strategies	e Evaluate problem-solving strategies in terms of tools, methodologies, processes, operations
C Understand behaviors of cooperation, respect and responsibility for self and others	C Understand and apply behaviors of cooperation, respect and responsibility for self and others	C Apply behaviors of cooperation, respect and responsibility in social situations	C Analyze cooperation and competition behaviors in social situations	C Analyze cooperation and competition in relation to appropriate social behavior	C Analyze cooperation and competition in sport and other recreational activities as they relate to school, community and the world
	a Clarify an issue, using a data gathering device such as a personal experience or interview	a Explain pros and cons of an issue from data gathered	a Explain own position on an issue based on information gathered	a Take a position on an issue based on informed sources (e.g., showering after activity classes	a Analyze authoritative data to determine what alternatives are possible on a specific issue (e.g., brainstorm an issue)
	f Engage in cooperative problem solving and compare alternative solution strategies (e.g., small group activity and compare how problem was solved	f Engage in cooperative problem solving and compare alternative solution strategies (e.g., small group activity and compare how problem was solved	f Engage in cooperative problem solving and compare alternative solution strategies	f Engage in cooperative problem solving and compare alternative solution strategies	f Engage in cooperative problem solving and compare alternative solution strategies

3.0 THE STUDENT LIVES A LIFESTYLE WHICH REFLECTS UNDERSTANDING AND REGULAR PRACTICE OF APPROPRIATE SELF-MANAGEMENT AND SOCIAL BEHAVIORS. (continued)

KNOWLEDGE/SKILL	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
The student will be able to:				
3.5 UNDERSTAND CAREER DEVELOPMENT OPPORTUNITIES RELEVANT TO FITNESS AND MOVEMENT ACTIVITIES*		A Discuss career roles of school personnel as sedentary, active and very active	A List jobs in three categories: sedentary, active and physically exhausting	A Identify careers in school and community related to fitness and movement activities

* All Essential Learning Skills are appropriate under career education, especially such skills as using media/resources, communication skills, problem solving, making choices, etc.

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
A Identify careers in school and community related to fitness and movement activities	A Understand characteristics of careers related to fitness and movement activities	A Compare characteristics of careers related to fitness and movement activities, including the medical and health fields, athletics and education	A Understand career options and requirements related to fitness and movement activities	A Understand career options and requirements related to fitness and movement activities	A Understand career options and requirements in relation to own interests and abilities
				B Distinguish differences between career and recreational activities	B Distinguish differences between career and recreational activities

11c/CURR2581
8/24/89

The Bibliography which follows is a start. Many of the citations are annotated by Oregon physical education teachers and are duly noted and appreciated.

RESOURCES THAT WILL ASSIST THE TEACHER
IN
PLANNING QUALITY PHYSICAL EDUCATION EXPERIENCES

A Guide to Curriculum Planning in Dance, Wisconsin Department of Public Instruction. 1988.

A Guide to Curriculum Planning in Physical Education, Wisconsin Department of Public Instruction. 1985.

A Successful Teacher Shapes the Future (brochure), The American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.

Althoff, Sally A., Milan Svoboda and Daniel A. Girdano. CHOICES In Health and Fitness for Life. Gorsuch Scarisbrick, Scottsdale, AZ. 1988. ISBN 0-89787-608-3

Annarino, Anthony, Charles Cowell and Helen Hazleton. Curriculum Theory and Design in Physical Education, Waveland Press, Inc., Prospect Heights, IL. 1980. ISBN 0-88133-196-1.

Bennett, John and Artie Kamiya. Fitness and Fun for Everyone. The Great Activities Publishing Company, PO Box 8937, Durham, NC 27707; 1986

This book contains practical and innovative fitness activities with great illustrations and many pages which are "print ready" which can be copied and used as handouts or as posters in your room. There is also a chapter on creative group fitness and cooperation activities, one on dance without partners and a student aerobic fitness handbook. (Barbara Teachout)

Bruya, L.D. Play Spaces for Children: A New Beginning, American Alliance for Health, Physical Education, Recreation and Dance. 1988. ISBN 0-88314-391-7

Bruya, L.D. and S. J. Langendorfer. Where Our Children Play, American Alliance for Health, Physical Education, Recreation and Dance. 1988. ISBN 0-88314-390-9

Bryant, Rosalie and Eloise McLean Oliver. Complete Elementary Physical Education Guide; Parker Publishing Company, Inc., West Nyack, NY 1974 ISBN 0-13-159939-9

This is an activity filled book. The activities are learning oriented, so we have play with a purpose. (Bill Klug)

Bybee, Rodger and Robert Sund. Piaget for Educators; Charles E. Merrill Publishing Company, 1982

This book helps me design lessons which are appropriate to the children I am teaching. (Colleen Miller)

Carnes, Cliff. Awesome Elementary School Physical Education Activities. 1983

Illustrated beautifully and understandably with cartoon characters performing the activities. Tremendous breadth and variety of activities. Excellent chapter on homemade equipment that includes "how to make it" instructions. May be obtained from Cliff Carnes, 3949 Linis Way, Carmichael, CA 95608. (George Cox)

Cendali, Richard. Skip It, For Fun 1984

Twenty-six jump roping tricks demonstrated by the "Skip Its." The book follows a progression from the basic jump to more complex tricks. Also included is a ten day unit plan (3rd and 4th grade level). (David Nickelson)

Chyzowych, Walter. The Official Soccer Book of the United States Soccer Federation; Rand McNally & Company, 1980 ISBN 0-528-81008-1

I bought this book for drills to improve soccer skills and fitness exercises that I use in my soccer units and after school activities. The book is loaded with drills and lead-up activities for all grade levels. It is full of excellent illustrations using both drawings and photographs. I believe this is one of the best soccer resources on the market today. (Randy Denley)

Corbin, Charles B. and Ruth Lindsey. Concepts of Physical Fitness with Laboratories, Wm. C. Brown Publishers, Dubuque, IA. 1985 ISBN 0-697-07232-0

Darst, Paul W. and George P. Armstrong. Outdoor Adventure Activities for School and Recreation Programs. (Resource). Burgess Publishing Company: Minneapolis, MN, 1980

One of those resources you just pick up. I have used the initiative games from this resource in a variety of settings and with a variety of folks. It continues to surprise me when good things start to happen...initiative activities focus on group problem-solving. The activities challenge physical and mental abilities and provide situations to practice trust building, cooperation, communication and helping skills. (Aleita Hass-Holcombe)

Daurer, V. and R. Pangrazi. Dynamic Physical Education for Elementary School Children. Fifth Edition (now in 8th Edition). Burgess Publishing Company, Minneapolis, MN, 1975 (1986) ISBN 0-8087-0432-X

This book contains a wealth of valuable information that facilitates an effective overall physical education program. It presents the materials in a practical, easy to understand manner. It has proven to be a reliable resource for my physical education program. Copies are available through most college bookstores or Department DP, Burgess Publishing Company, 7108 Ohms Lane, Minneapolis, MN 55435. (Mike Lambert)

District 45. Physical Education Guide K-5. (Revised 1986) Eugene, OR

This is one of the most complete guides that is available containing 844 pages. The most recent addition in 1987 was a section on intramural activities, racquet sports and field days. May be ordered from Eugene School District (Printing) 200 North Monroe, Eugene, OR. (George Cox)

Fairfax County Public Schools. Project Beacon. Perceptual-Motor Activities Handbook; Fairfax County Public Schools, 10700 Page Avenue, Fairfax, VA 22030

I was after material that was directed more towards the lower grades; mainly kindergarten. The book is broken down into perceptual motor activities covering the areas of eye-control and visualization; gross motor; fine motor; auditory; identification of body parts; laterality; directionality and balance. (Randy Denley)

Fait, Hollis F. and John M. Dunn. Special Physical Education Adapted, Individualized and Developmental. (Text and Resource) Saunders College Publishing: New York, 1984 ISBN 0-03-058546-5

Having known John Dunn personally for the past five years, he has become my mentor in the field of special physical education. He is one of the outstanding leaders in the field of special physical education. The late Hollis Fait is also well respected and loved for his advocacy and contributions to folks with special needs. Special Physical Education, fifth edition, is certainly a definitive work in the area of special physical education. Order from Saunders College Publishing, 383 Madison Avenue, New York, NY 10017 (Aleita Hass-Holcombe)

Fluegelman, Andrew. The New Games Book Dolphin Books/Doubleday & Co., Inc., Garden City, NY 1976

Many activities for two to one hundred people or more. The no winner/no loser approach helps students build strong social skills, plus many of the activities involve creative movement. (David Nickelson)

Franklin, Rudy. Circle Dances for Today; (Record) KEA 1146, Kimbo Educational, PO Box 477, Long Branch, NJ 07744

Five songs; has three bands for each song; instructions, cues and music, music only. (Bill Klug)

Gallahue, David Developmental Physical Education for Today's Elementary School Children. MacMillan Publishing Company, New York, 1987. ISBN 0023403802

This is my new "favorite text" for several reasons. First, its basic premise is that all movement activities are made up of sequentially ordered skill components (the so called building blocks approach). This approach is easily supported in the literature. Secondly, the book is carefully organized and contains a significant number of quality charts, lists, annotations, etc. that are extremely helpful to the practitioner in clarifying the author's position. Finally, the book does not choose to ignore the role of the traditional games our culture has "grown up" with. Rather, it makes a clear case for the need to break sports and games down to their basic skill components and these basic skills then make up the comprehensive physical education curriculum. (Don Zehrung)

Gould, Daniel. Motivating Young Athletes. (Pamphlet) Publishing: Youth Sports Institute. East Lansing Michigan, 1980.

I am interested in what motivates young athletes. I consider those in my classes in physical education, while not out for "my team," have nevertheless much in common with the young athlete. I am concerned in motivating those I serve and avoiding the "drop out" syndrome. This book addresses issues relevant to the above situations. May be ordered from Youth Sports Institute, Room 213, IM Sports Circle, Michigan State University, East Lansing, MI 48824. (George Cox)

Graham, George et al. Children Moving (Textbook) Mayfield Press Publishers: Palo Alto, CA 1987 ISBN 0874847273

When the first edition of this book was released in 1980, it presented a very unconventional view of children's P.E. Gone was an emphasis on a "game or sports only" curriculum. Gone were activities of low participation. Instead, it presents a thoughtfully prepared curriculum that breaks movement activities down to components that can be taught in an environment of maximum participation and easily assessed. (Don Zehrung)

Great Activities Newspaper (Bi-Monthly) The Great Activities Publishing Co., PO Box 8937, Durham, NC 27707; 1988

The newspaper contains practical and ready-to-use physical education materials. It contains fun and fitness activities, exciting lead-up games, rainy day activities, perceptual-motor ideas, motivational school-wide programs and student certificates. Subscription costs $15 a year for five issues. A wise investment! (Barbara Teachout)

Gym Dandies (Quarterly) The Great Activities Publishing Co., PO Box 8937, Durham NC 27707; 1988

This is a 4-8 physical education quarterly which focuses on a specific sport or fitness program. It provides a complete teaching unit from skills to drills and exciting lead-up games. It also contains worksheets, motivational certificates, teacher tips and practical ideas for teaching. (Barbara Teachout)

Hallom, Rosemary and Henry "Buzz" Glass. Country Western Dancin' (Record) AR 740, Educational Activities Inc., Freeport, NY 11520

This record has eight different dances. Each dance has a "talk through," "walk through" and finally a "music only" segment. (Bill Klug)

Harris, Frank. Games Frank W. Harris, 1171 West Iowa Avenue, Sunnyvale, CA 94086, 1982

Contains many ideas for games that fully involve all participants, require cooperation and are fun! Most of the games can be adapted for all ages, K-adult. The games require little or no equipment. There are games which release energy, stimulate thought, promote group relations, challenge the individual and promote physical fitness. (Barbara Teachout)

Health Objectives for the Year 2000, Report of The Oregon Health 2000 Project, Oregon Health Division.

Hellison, Don. Beyond Bats & Balls. (Theory and Strategy) AAHPERD Publications: Washington D.C. 1978

This book helped me build a framework for looking at physical education as a vehicle to address more than just movement and physical fitness. The book presents a model for moving alienated (and other) youth from the sidelines into responsible participation...emphasizing the development of positive self-direction and pro-social conduct. Order from AAHPERD Publications, 1201 Sixteenth St NW, Washington D.C. 20036. (Aleita Hass-Holcombe)

Hunter, Madeline RX Improved Instruction. TIP Publications: El Segundo, CA 90245. 1976 No ISBN available.

The "Instructional Theory Into Practice" (ITIP) model has been an integral part of my staff development program for a dozen years. As a tool for improving a teacher's effectiveness with students, it is invaluable! Madeline Hunter has published an entire series of helpful booklets on what makes people learn and how to encourage the process. (Don Zehrung)

Isenberg, Barbara and Wolf, Susan. The Adventures of Albert the Running Bear Clarion Books, Ticknor & Fields: A Houghton Mifflin Company, 52 Vanderbilt Avenue, New York, NY 10017, 1982 ISBN 0-89919-113-4

Young children love hearing this story of Albert and how he turns into a running bear. Closing your lesson with this story is a great way to relax and calm your students with a quiet activity. (Debbie Cosgrove)

Isenberg, Barbara and Jaffe, Marjorie. Albert the Running Bear's Exercise Book Clarion Books, Ticknor & Fields; A Houghton Mifflin Company, 52 Vanderbilt Avenue, New York, NY 10017, 1984 ISBN 0-89919-294-7

A fun and entertaining way for young children to learn about exercises as Albert the Running Bear and his friends teach the reader how to do a variety of exercises. Read and Do = Great Fun! (Debbie Cosgrove)

Isenberg, Barbara and Wolf, Susan. Albert the Running Bear Gets the Jitters Clarion Books, Ticknor & Fields: A Houghton Mifflin Company, 52 Vanderbilt Avenue, New York, NY 10017, 1987 ISBN 0-89919-517-2

A wonderful resource in which young children can relate to Albert the Running Bear and ways he copes with pre-race jitters. A great way to teach and reinforce stress-management and relaxation techniques. (Debbie Cosgrove)

Janiak, William C., RMT. Dances for Little People (Record) KIM 0860, Kimbo Educational, PO Box 477, Long Branch, NJ 07740

Has seven songs. Side A has vocal and instrumentals; side B has instrumental only. I have used four songs from this album. I use it with kindergarten and first grade. (Bill Klug)

Johnson, Laura. Simplified Lummi Stick Activities and Lummi Sticks for Kids (Records) Kimbo Educational, PO Box 477, Long Branch, NJ 07740

Both of these records have great ideas for lummi stick activities. There is a vocal and instrumental side. When a person is bored with the vocal, it's time to flip over to the instrumental and make up own routine. (Emily Foster)

Journal of Physical Education, Recreation & Dance (magazine), American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.

Journal Northwest AAHPERD, Northwest American Alliance for Health, Physical Education, Recreation and Dance.

K-12 Course Goals in Physical Education, Tri-County Goal Development Project, Multnomah ESD, 1987.

Kamiya, Artie. Fun Flag Football Great Activities Publishing Company, PO Box 8937, Durham, NC 27707 1986 ISBN 0887-1027

Part of a quarterly called Gym Dandies Series. Contains student handouts, motivational certificates, easy-to-follow drills and activities and exciting flag football lead-up games. It also contains a student football handbook. All of the materials are "print ready" which can save valuable time. A great resource when teaching flag football skills for grades 4-8. (Barbara Teachout)

Kazan, Carmencita Y. Tinikling (Record) LP 9015, Kimbo Records and Education Activities, Unicorn Learning Products, 12620 SW First St, Beaverton, OR 97005

This is a must record for the beginning tinikling dancer as it teaches the basics. Once you've started, you are only limited by your imagination. (Bill Klug)

Kuntzleman, Charles and Beth Kuntzleman. Aerobics With Fun (Exercise Guide), Fitness Finders, 133 Teft Road, PO Box 507, Spring Arbor, MI 49283; 1984 ISBN 0-940040-22-0

This is a detailed guide of exercises and activities which can be used for teaching all of the components of physical fitness. It contains illustrated drawings and explanations of the various exercises for flexibility and strength along with many ideas for fitness activities for cardiovascular endurance. There is also available two smaller workout booklets titled Fitness for Intermediates (grades 4-6) and Fitness for Children (grades K-3). The purpose of these booklets is to place in proper sequence the exercises, games and cardiovascular conditioning activities explained in detail in the Aerobics with Fun exercise guide. The combination makes for an invaluable reference!

Michaelis, Bill and Dolores. Noncompetitive Activities and Play Learning Handbooks, Palo Alto, CA 94301, 1977 ISBN 0-915092-12-3

This book contains many activities which are especially good for K-3, although there are also several which could be adapted for older elementary children. The activities begin with an objective, followed by a complete description, variations, plus motivational hints and special considerations. The activities are individualized, yet fully involve all children. The activities encourage use of the imagination and creativity, promote integrative learning and are noncompetitive. A great resource for a beginning teacher. (Barbara Teachout)

Millang, Steve and Scelsa, Greg. We All Live Together (Volumes 1 and 2-Record) Youngheart Music Education Service, Los Angeles, CA, Order Number YMES-0001

These two fellows have done other albums; all are great but the ones I use over and over are volumes 1 and 2. The music is upbeat and fun activities can be created using their music. Children love the music so much they want to sing along! (Emily Foster)

Millang, Steve and Scelsa, Greg. We All Live Together (Volume 4-Record) Youngheart Records, Los Angeles, CA 90027

The entire series of We All Live Together is a great resource of music for giving children a chance to move to lively, upbeat music. Volume 4 contains music for basic skills, rhythm and movement, sing-a-long, call and response, creative play and resting. (Barbara Teachout)

Mosston, Muska and Sara Ashworth Teaching Physical Education (3rd Edition) (Theory). Merrill Publishing Company, Columbus, OH 1986. ISBN 0-675-20459-3

Mosston's book clearly defines the wide spectrum of styles that may be used to deliver physical education to students. It gives examples and justifications (strengths and weaknesses) of a variety of styles from "command to discovery." (Don Zehrung)

The information inside is thought provoking and revolutionary. Mosston's provocative suggestion is to move beyond command style teaching into the ultimate teaching style that can shift decision making from teachers to student. The book describes teaching strategies that progressively shift decision making from teacher toward the individual. Lots of good examples of teaching by task, designing individual programs, using guided discovery and problem solving. A real hallmark in physical education literature. (Aleita Hass-Holcombe)

New Games Foundation. The New Games Book Dolphin Books/Doubleday & Company Inc., Garden City, NY; 1976 ISBN 0-385-12516-X

This book has games and activities with a cooperative slant. It has chapters on "games for two," "games for a dozen," "games for two dozen" and "the more the better." (Bill Klug)

Nichols, Beverly. Moving and Learning, The Elementary School Physical Education Experience, Times Mirror/Mosby College Publishing, St. Louis, MO. 1986. ISBN 0-8016-3607-8

Oregon Journal of Health, Physical Education, Recreation and Dance, OAHPERD.

Orlick, Terry The Cooperative Sports and Games Book. (Resource) Pantheon Books: New York, 1978 ISBN 0-394-73494-7

This book is a quick, easy to use resource. It describes good/useable games that provide "challenge without competition." Chapters include games for children 3-7, 8-12, cooperative games, games from other cultures and more. (Aleita Hass-Holcombe)

Pangrazi, R. and V. Daurer. Lesson Plans for Dynamic Physical Education for Elementary School Children. Burgess Publishing Company, Minneapolis, MN; 1975 ISBN 8087-1644-1

This book of lesson plans is a supplement to Dynamic Physical Education for Elementary School Children. It contains a wide range of physical education activities in a sequential format. The lessons include a focus of the activity, organization and teacher hints, expected student objectives and outcomes, and notes and references. It is a helpful resource in considering the overall scope of activities. It is not very useful without the main text. (Mike Lambert)

Designed to be used with text, Dynamic Physical Education for Elementary Children, 7th edition. The lesson plans "provide a guide for presenting movement experiences in a sequential and well-ordered manner." Each lesson has four parts: intro activity, fitness development, lesson focus and a game. Also, objectives in cognitive, psycho-motor, and affective domains accompany the lesson. (David Nickelson)

Pangrazi, Robert P. and Douglas N. Hastad. Fitness in the Elementary Schools, American Alliance for Health, Physical Education, Recreation, and Dance, Reston, VA. 1986. ISBN 0-88314-331-3

The President's Council on Physical Fitness and Sports 1985, National School Population Fitness Survey, HHS-Office of the Assistant Secretary for Health, The University of Michigan, 1986

Rink, Judith E. Teaching Physical Education for Learning, Times Mirror/Mosby College Publishing, St. Louis, MO. 1985. ISBN 0-8016-4136-5

Roy, Ron. Three Ducks Went Wandering Scholastic Inc., 1979 ISBN 0-590-30361-9

This is a story about three little ducks that wander away from their mother and are always escaping danger in the nick of time. The children enjoy this great adventure. (Emily Foster)

Schurr, Evelyn L. Movement Experiences for Children's Curriculum and Methods for Elementary School Physical Education (Textbook) Meredith Publishing Company, New York, NY 67-15245

This book contains a vast amount of information in all areas of elementary physical education. The book does a good job of proper execution of movement skills. (Randy Denby)

Sendak, Maurice. Where the Wild Things Are Harper and Row Publishers; 1963 ISBN hardcover 0-06-025520-X and 0-06-025521-8, paperback 0-06-443055-3

Young children can identify with Max and his fanciful journey allowing for excellent opportunities for expression. (Colleen Miller)

Sequential Gymnastics for Grades 3-6, USGF Education Subcommittee.

The Sets in Order-American Square Dance Society. The Basic Movements of Square Dancing, Basic 50. (Pamphlet) Publishing: Los Angeles 1972

The progression is excellent. Each basic call is explained well and is illustrated. Order from The Sets in Order American Square Dance Society, 462 North Robertson Blvd, Los Angeles, CA 90048. (George Cox)

Siedentop, Daryl and Charles Mand and Andrew Taggart. Physical Education; Teaching and Curriculum Strategies for Grades 5-12, Mayfield Publishing Company, Palo Alto, CA. 1986. ISBN 0-87484-592-0

Strategies, A Journal for Physical and Sport Educators, The American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.

Summer Workshop Tour Workbook, Elementary School Physical Education, Oregon Department of Education, Salem, OR, 1987, 1988, 1989.

Sweetgall, Robert J. WALKING WELLNESS, Creative Walking, Inc., Newark, DE. 1986. ISBN 0-939041-00-6

Sweetgall, Robert and Neeves, Robert. Walking for Little Children (Booklet K-3) Walking Wellness-Student Workbook (Booklet) Creative Walking, Inc., 407-S White Clay Center, PO Box 699, Newark, DE 19711 1987

Walking for Little Children is a resource book about lifestyle, fitness, health, games and fun. It was walking to teach wellness. The booklet contains practical ideas for implementing a walking program with your kids for only 10-15 minutes a day which will help enhance classroom learning.

The Walking Wellness Student Workbook contains a creative course of 16 walking workshops. During each workshop you present to your kids you will walk, talk, write, reason, calculate, plan, cooperate and discover. This is a great tool for helping to integrate several subjects. (Barbara Teachout)

Tillman, Kenneth G. and Patrizzo Rizzo Toner. What Are We Doing in Gym Today? (Textbook) Publishing: Parker Publishing Company, 1983. ISBN 0-13-951822-3

It includes more than 300 games, activities and relay calls. It's heavy on practicality and light on philosophy. Good diagrams. Index makes finding desired activity easy. Includes games for particular situations like little equipment, large classes, limited space. May be ordered from Parker Publishing Company, West Nyack, NY (George Cox)

Turner, Bud and Susan Turner Alternative Sports and Games for the New Physical Education. (Resource) Peek Publications: California 1984 ISBN 0-917962-76-1

An excellent recipe book for some non-traditional activities that can open the doors to insights about how to work with others. Activities are often unique and success does not depend on physical size, age or previous experience. (Aleita Hass-Holcombe)

Vendien, C. Lynn and John E. Nixon. Physical Education Teacher Education, Guidelines for Sport Pedagogy, Macmillan Publishing Company, New York. 1985. ISBN 0-02-422790-0

Weikart, P. Teaching Movement and Dance High/Scope Press, Ypsilanti, MI 1982 ISBN 0-931114-16-0

This is a sequential approach to teaching rhythmic movement that can be incorporated into any physical education program. It can also be used in a music class or the classroom in general. The book contains rhythmic activities designed in a sequential format to facilitate rhythmic competency in students of all ages. I have found the materials very helpful in the movement and dance units of physical education curriculum. Available through educational music supply outlets or High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48197. Teaching package #1 has put together the instruction book and nine records (or cassettes) at a purchase price of $85.00. (Mike Lambert)

Weikart, Phyllis. Rhythmically Moving #2,3,4,5,9 (Record), High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48197

I recommend taking a workshop from Phyllis Weikart. Write to the address above and get on the mailing list. I used several of her records before I had ever taken her class. I have listed my favorites. (Emily Foster)

Weinstein, Matt and Joel Goodman Playfair. (Resource) Impact Publishers: California, 1980 ISBN 0-915166-50-X

This book is a good supplement to Fluegelman's "New Games" books. Matt Weinstein was a presenter at the Seaside Health Conference in 1985. He shared many of the cooperative games described in the book. Excellent ideas for exercising social skills. Order from Impact Publishers, PO Box 1094, San Luis Obispo, CA 93406. (Aleita Hass-Holcombe)

Wessel, Janet A. and Luke Kelly. Achievement-Based Curriculum Development in Physical Education, Lea & Febiger, Philadelphia, PA. 1986. ISBN 0-8121-0958-9

Logos are really hard to design! It is important when the designer creates a logo that comes to life for those who see it. The logo alone is one that was designed with physical education in mind. Try to see what the designer had in mind:

- It is a curriculum symbol--people in a design imply instruction and that's the next step, so symbols, not people, were used.
- The horizontal lines imply motion, action, on the move.
- The three different sized triangles refer to several possible classification systems:
  1. Time, space (hence the empty center one) and force.
  2. Or three levels of schooling (the overlap to include different configurations), elementary, middle, and high school. Collectively they stand for articulation and communication, K-12.
  3. Or they could represent individual activity, activity with a partner, or in a group--the three types of activities included in physical education.
- All of the triangles point in the same direction which implies progress toward a target, ultimately that a student knows, feels good about, and makes a commitment to a lifetime which is active, fit (and therefore, perhaps healthier), and with responsible, reasonable and respectful interaction with others.

It is hoped that the intention of the design is clear. Other physical education documents from the Oregon Department of Education will be including this logo. It can be copied and used without permission from the Department in physical education curricular materials.

11c/CURR4036
8/30/89